Post-Intensive

French

Grades 9, 10, 11 & 12

New Nouveau Brunswick

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Please note that this document has been published in English, but that certain sections have been written directly in French by and for teachers. The document will be available in both English and French once it has been approved by the Provincial Curriculum Advisory Committee.

Table of Contents

Introduction 1
Background on French Second Language Programming 1
Overview of Intensive French Programs 1
Purpose of the Document 2
Curriculum Outcomes 3
Definitions 3
Essential Graduation Competencies and Post-Intensive French 4
General Curriculum Outcomes 5
Key-stage Curriculum Outcomes 5
Combined Classes 7
Teacher Support 7
Program Evaluation 7
Universal Design for Learning (UDL) 8
Program Content 13
Grade 9 - Unité 1 : La musique 17
Grade 9 - Unité 2 : Le petit écran – La télévision 19
Grade 9 - Unité 3 : La responsabilité sociale 21
Grade 10- Unité 1 : Le grand écran – Le cinéma 23
Grade 10 - Unité 2 : L'impact des TIC dans la vie quotidienne 25
Grade 10- Unité 3 : Les relations personnelles chez les ados 27
Grade 11 – Unité 1 : C'est injuste! 29
Grade 11- Unité 2 : Le pouvoir de la photo 31
Grade 11 – Unité 3 : C'est un mystère 33
Grade 12 – Unité 1 : Moi dans 10 ans 35
Grade 12 – Unité 2 : Les défis écologiques 37
Grade 12 – Unité 3 : Semblables mais différents 39
Grade 12 – Unité 4 : Ma carrière : rêve ou réalité 41
Instructional Environment 43
Organizing for Instruction 43
Time Management during the Post- Intensive periods 44
Technology in Instruction 46
Individualizing Instruction 47
Informing Others 48
Assessing and Evaluating Student Learning 49
Assessment and Evaluation 49
Assessing Oral Proficiency 51
Assessing Reading Proficiency 52
Assessing Writing Proficiency 52

Appendices 60
Appendix A: A Neurolinguistic Approach 61
Appendix B 89
Appendix C 100
Appendix D 110
Appendix E 116
Appendix F and Appendix G: Reading Acquisition 130
Appendix H1: Fiche de planification 134
Appendix H2: Fiche De Planification: Texte Narratif 136
Appendix H3 : Fiche De Planification : Texte Informatif 139
Appendix H4: Blank Reading Template 142
Appendix H5: Blank *Justification for Writing* 143
Appendix H6: Blank *Writing Template* 145
Appendix I1: Exemple de fiche de planification 148
Appendix I2: Écriture : Fiche de Planification 152
Appendix I3: Example of rubrics for oral communication 154
Appendix J1: Daily Observation Chart for Reading 156
Appendix J2: Writing Evaluation Chart 157
Appendix J3: Weekly and/or Monthly Observation Chart 158
Appendix K: Graphic Organizers 160
Appendix L: Bloom's Taxonomy 169
Appendix M: General Overview of CEFR levels A1, A2, B1 and B2 173
Appendix N: New Brunswick Oral Proficiency Scale 184
Appendix O: Administrative Documents 187
Appendix O1: Post-Intensive French Administrative Guidelines 188
Appendix O2: Blended High School Program 192
Appendix O3: Pre-IF, IF and PIF at a Glance: A Quick Overview 193
Appendix O4: Projet de sortie 195
Appendix O5: Classroom Resource List 196
Appendix P: "Look-Fors" for Administrators 197
Appendix Q: Writing Samples 199

Introduction

Background on French Second Language Programming

As the only officially bilingual province in Canada, it is important for students in New Brunswick to be able to communicate in both French and English, Canada's official languages. Learning French as a second language fosters awareness of linguistic and cultural diversity, nurtures problem solving and creativity, and prepares students to learn languages beyond French and English. In 2001, New Brunswick commissioned a study of French Second Language programs. PriceWaterhouseCooper in its review concluded that the Core French program was unsatisfactory in many respects. Following that review, a decision was made to pilot what was then known as *Intensive Core French* and study the possibility of a program change. In July 2007, the Department of Education initiated a further comprehensive review of the French second language programming and services within the Anglophone school system, with the goal of increasing French proficiency for a greater number of students.

In August 2008, after reviewing the commissioners' report and carrying out extensive consultation, the Minister of Education announced a revised model of French second-language learning for the province. The programming recommendations included:

- a universal English program for all students, kindergarten through grade 2, beginning September 2008;
- a new entry-point to French immersion in grade 3 to begin in September 2010;
- an introduction to French language and culture for all students in kindergarten and early grades;
- implementation of Intensive French at grade 5 for all students as an alternative to Core French, preceded by Pre-Intensive French in grade 4 and followed by Post-Intensive French in grades 6 to 12.

In September 2008, the majority of schools across the province with grade five began implementation of Intensive French to replace Core French (grades 1-5). Extensive pilots of Intensive French, both in and beyond New Brunswick, show that following the block of intensive instruction, students are able to attain a level of spontaneous communication. The implementation of Intensive French and the other French Second Language program changes should help to increase the number of New Brunswick children who graduate from high school having learned a second language.

Overview of Intensive French Programs

Intensive French is a literacy-based approach to teaching French as a second language in which students are required to use French to speak, read and write for authentic purposes. Skills are developed in an integrated fashion through interactive learning experiences built around age appropriate and interesting themes. Intensive French programs focus on oral language (fluency and accuracy) first, helping students to develop an internal grammar of correct forms and structures; reading and writing are integrated to help students learn aspects of written language (i.e., external grammar). French is the language of instruction. Students begin in grade four with the Pre-Intensive program, which consist of 150 minutes per week of introductory French language.

Following grade four, Intensive French is offered either the first or last five months of grade five, and is followed or preceded by 45 hours of French instruction using the Intensive French methodology, scheduled two or three times per week in blocks of time. During the "intensive" or "concentrated" five-month term, there is no instruction in English language arts, science, social studies, health or personal development and career planning. The increased time and intensity of French instruction enable students to develop communication skills and engage in more cognitively demanding tasks. Language is used as a means of communication rather than being taught as an object of study. Instruction in mathematics, and generally art, music and physical education, takes place in English throughout the year. All subjects receive their required instructional time allocation in the term following or preceding Intensive French.

After grade 5, students will choose either to enter grade 6 Late French Immersion or continue in the English Prime program which consist of Post-Intensive French. Post-Intensive French consists of 200 minutes of instruction per week. The program continues to be literacy based and follows the methodology and strategies of Intensive French. The 200 minutes are divided into 2 or 3 blocks of time per week.

When entering high school, Grade 9/10 students who have followed the middle level PIF program will participate in two compulsory 90 hour courses, one offered during each school year. At the end of Grade 10, students should be obtaining the Intermediate level of proficiency, as defined by the New Brunswick Second Language Oral Proficiency Scale. Students may then register for Post-Intensive French at the Grade 11 and Grade 12 grades. **With this in mind, all schools shall offer Grade 11 and Grade 12 Post-Intensive French courses. If enrolment numbers are low, the Grade 11 and Grade 12 classes may be combined. It is the goal of the PIF program for students continuing their French training to obtain a French level of proficiency of Intermediate Plus or higher on the NB Proficiency Scale (B1.2-B2.1 on the CEFR Scale).**

Purpose of the Document

This curriculum document defines expected learning outcomes for Post-Intensive French and provides guidance on instructional methodology, classroom environment, assessment of student learning and administration of the program. The suggested resources and strategies for instruction and assessment are intended to help teachers plan effective learning experiences for students.

The New Brunswick curriculum document is also intended to support administrators who are responsible for organizing and implementing Post-Intensive French within their schools. School administrators should note that there are look-fors and administrative guidelines contained within the appendices.

This document pertains to the implementation and teaching of Post-Intensive French in grades 9, 10, 11, and 12. It is expected that teachers will use the *Post-Intensive French Curriculum Grade 9, 10, 11, and 12* in conjunction with the *Interprovincial Post-Intensive French Program Guide* for grade 9, 10, 11, and 12 which contains detailed units of instruction for each grade level.

Curriculum Outcomes

Definitions

Essential Graduation Competencies and Post-Intensive French

Essential Graduation Competencies provide the framework for curriculum outcomes. Curriculum outcomes articulate what students are expected to know, value and be able to do. **General curriculum outcomes** link subject areas to the essential graduation competencies and provide an overview of the expectations of student performance. **Key-stage outcomes** identify what is expected of students at the end of a particular block of time, for example, at the end of the secondary level. **Specific curriculum outcomes** set out what is expected of students by the end of each grade or course.

Essential Graduation Competencies (EGC) describe the knowledge, skills and attitudes expected of students who graduate from the school system of New Brunswick. The Essential Graduation Competencies provide the framework for the development of prescribed school programs.

General Curriculum Outcomes

General curriculum outcomes describe what students are expected to know and be able to do upon completion of study in Post-Intensive French. Although the statements of learning outcomes are organized under the headings of Oral Communication, Reading and Viewing, and Writing and other Ways of Representing, it is important to note that these language processes are interrelated and are best developed as interdependent processes.

Key-stage Curriculum Outcomes

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of particular grades within the public education system. Generally, key-stage outcomes are identified for the end of grades 2, 5, 8 and 12 or grades 3, 6, 9 and 12. Due to the nature of the Intensive French and Post-Intensive French programs, key-stage curriculum outcomes have been developed for grade 5, grade 8, grade 10, and grade 12.

Specific Curriculum Outcomes

Specific curriculum outcomes identify what students are expected to know and be able to do at the end of a particular grade level. There are no predetermined vocabulary items or grammatical structures stated within the specific curriculum outcomes for Post-Intensive French, although proficiency goals must be respected. Objectives describing functions of communication are identified for each unit of study within the *Interprovincial Post-Intensive French Program Guide* to provide elaboration for some of the specific curriculum outcomes. It is important to note that the progression in language learning originates from the nature of the task. Thus, tasks become more complex and cognitively demanding as students advance through the units of the program.

Essential Graduation Competencies and Post-Intensive French

The Post-Intensive French curriculum, as outlined in this curriculum guide, links Post-Intensive French with the Essential Graduation Competencies.

Essential Graduation Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The Essential Graduation Competencies statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The Essential Graduation Competencies statements are supported by curriculum outcomes.

Essential Graduation Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the Essential Graduation Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

Creativity and Innovation	*Learners are expected to engage in creative processes, to make unforeseen connections, and to generate new and dynamic ideas, techniques and products. They value aesthetic expression and appreciate the creative and innovative works of others.*
Citizenship	*Learners are expected to act responsibly and contribute positively to the quality and sustainability of their environment, communities and society. They assess the social, cultural, economic and environmental interconnectedness and act as stewards in a local, national and global context.*
Communication	*Learners are expected to express themselves effectively through a variety of media. They listen, view and read for information and enjoyment.*
Personal and Career Development	*Learners are expected to become self-aware and self-directed individuals who set goals, make thoughtful decision regarding learning, health and wellness, and career pathways, and take responsibility for pursuing their goals throughout life.*
Critical Thinking	*Learners are expected to analyze and evaluate ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.*
Technology Fluency	*Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning and career and personal goals.*

General Curriculum Outcomes

The goal of the Post-Intensive French program, for students who continue to study to the end of their high school program, is to attain the level of B1.2 (independent user) according to the Common European Framework of reference or Intermediate proficiency on the New Brunswick Oral Proficiency Scale. At this level, students are able to:

- satisfy routine social demands and limited requirements in school and work settings
- provide information and give explanations with some degree of accuracy
- provide autobiographical information in some detail
- produce simple connected text on topics, which are familiar, or of personal interest
- describe experiences and events, dreams, hopes & ambitions and
- give reasons and explanations for opinions and plans

Key-stage Curriculum Outcomes

Key-stage outcomes for the end of Grade 10 in Post-Intensive French are as follows:

- Oral production: to achieve the level of 'intermediate' on the New Brunswick Oral Proficiency Scale
- Reading: to achieve the level of 'fluent reader' as described in the section Assessing and Evaluating Student learning in this guide.
- Written production: to write a text which meets the criteria for Appropriate Level of performance as described in the section Assessing and Evaluating Student Learning in this guide.

The general and specific curriculum outcomes and the overview of the content of the units that are described on the following pages are intended to assist teachers with the organizing and planning of the Post-Intensive French program and are to be used in conjunction with the *Interprovincial Post-Intensive French Program Guide*. Due to the fact that the *Post Interprovincial Intensive French Program Guide* provides extensive details on the instructional learning experiences and resources, this curriculum document does not utilize the standard four-column, two-page spread generally found in curriculum guides. Tables for each unit of the program are included to give teachers an overview of the content of the program.

The table below represents the anticipated language development by grade level and by strand according to the CEFR levels and serves as a guide for the teacher at reporting time. It provides the teacher with clear indicators of attainment.

Oral Communication	Reading & Viewing	Writing & Representing
Grade 5 A2.1	Grade 5 A2.1	Grade 5 A2.1
Grade 8 A2.2	Grade 8 A2.2	Grade 8 A2.2
Grade 10 B1.1	Grade 10 B1.1	Grade 10 B1.1
Grade 12 B1.2	Grade 12 B1.2	Grade 12 B1.2

Combined Classes

Teaching Post-Intensive French in Multi-Grade Classrooms

Multi-grade classrooms consist of two or more grades and a teacher in the same scheduled class time. Post-Intensive French can be successfully implemented in this setting. It is recommended that teachers apply the following principles in organizing instruction in combined groups:

- develop a long-term plan based on grade combinations;
- review specific and key-stage outcomes;
- organize learning to respect the outcomes;
- keep records of long-term and multi-year plans;
- select activities and resources that provide for individual and group needs, including enrichment;
- consult with previous year's teachers to verify units covered;
- use "les livres en vrac" (browsing box books) from both to complement units;
- students can use the same text a second year providing the activities are different (For example, create a broadcast or ad for ‹‹le petit écran – la television›› instead of a brochure;
- consult with colleagues, learning specialists, mentors, etc. for ideas and support

Teacher Support

During the academic year, Post-Intensive French teachers can expect to have classroom visits by the French Second Language Learning Specialist in the school district. The purpose of the visits is to support teachers in implementing the instructional strategies underlying the program. Lists of *Look Fors* for administrators are included in Appendix P. The lists are intended to clarify strategies for teachers and to assist administrators as they visit classrooms and/or conduct "walk throughs".

Program Evaluation

At the end of Grade 10, teachers are encouraged to organize oral interviews with each student prior to or during the examination period. These oral interviews can use general questions expanded in an authentic conversation based on the units studied, examples of which are provided in the guide. At the end of Grade 12, students may be tested by a provincial assessor for their French Language Proficiency. These testing periods will be held during the school year, in the semester the course in being completed, and within the hours of instruction. The opportunity to participate in these interviews is provided free of charge by the province of New Brunswick.

Universal Design for Learning (UDL)

The New Brunswick Department of Education and Early Childhood Development stresses the need to design and implement learning that provides equal opportunities for all students according to their abilities, needs and interests. Teachers are aware of and make adaptations to accommodate the diverse range of learners in their classes. When making instructional decisions, teachers consider individual learning needs, preferences and strengths, as well as the abilities, experiences, interests, and values that learners bring to the classroom. While this curriculum guide presents specific outcomes for each unit, it is acknowledged that students' progress at different rates. Teachers provide activities and strategies that accommodate student diversity, recognizing and celebrating students as they develop and achieve. The pedagogy espoused through the Post-Intensive French program should allow all students to maximize their learning opportunities in the second language.

Teachers articulate high expectations for all students and ensure that all students have equitable opportunities to experience success. Teachers adapt classroom organization and environment, teaching strategies, assessment practices, time, and resources to address students' needs and build on their strengths.

Three tenets of universal design inform this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

Multiple means of representation: provide diverse learners options for acquiring information and knowledge

Multiple means of action and expression: provide learners options for demonstrating what they know

Multiple means of engagement: tap into learners' interests, offer appropriate challenges, and increase motivation

The following section (written in French) provides a visual representation for teachers to make the connection between the main principles of Universal Design for Learning and the oral, reading and writing components of Post-Intensive French. Details on the teaching strategies proposed by the Post-Intensive French Program will be found in the appendices.

Stratégies d'enseignement à l'oral et la Conception universelle d'apprentissage

Représentation (communication orale) : L'enseignant personnalise son modèle et fournit assez de visuels (photos, objets, technologies adaptives et interactives…) pour que les élèves puissent comprendre et être en moyen d'adapter le modèle à leurs expériences authentiques. Il est essentiel de soutenir la structure linguistique visée (voir notes pour l'enseignant).

Action et expression (communication orale) : Les 8 stratégies permettent de varier les méthodes de réaction et d'interaction (individuelle, en dyade, en groupe). N'oubliez pas d`inviter deux élèves à modéliser la structure linguistique avant d'aller en dyade. À la fin des étapes, ajoutez une activité.

Engagement (communication orale) : Écoute active (Sit, Lean forward, Ask questions, Nod, Think about what is being said- Quantum teaching) et intention d'écoute
Développement de conversations authentiques
Questions de suivi
Autorégulation : Feux vert, jaune, rouge (Thumbs up, Thumbs down)
Organisation physique de la classe

Stratégies d'enseignement de la lecture et la Conception universelle d'apprentissage

Représentation (lecture) : En suivant l'approche de lecture en intensif on répond aux différentes composantes de CUA (conception universelle de l'apprentissage) sur le plan de la perception, sur le plan de la langue et le plan de la compréhension. Donc, il est essentiel de se servir de la fiche de planification en lecture.

- 🕮 Projection sur le tableau interactif
- 🕮 Adaptations dans le texte (plus ou moins de complexité
- 🕮 Texte audio avec écouteur (enregistré par le prof, l'élève, Tumble books, ou la maison de publication)
- 🕮 Texte en main
- 🕮 Longueur du texte exploité
- 🕮 Texte en braille
- 🕮 Grandeur et couleur de police
- 🕮 Logiciel (Speech to text) SPEAK Q, Dragon Naturally Speaking, iPod
- 🕮 Manipuler le texte du livre pour le simplifier, l'adapter ou le personnaliser

Action et expression (lecture) : Les multiples situations de lecture (Lire en chœur, lire en petits groupes, lire avec un partenaire) proposées aux lecteurs doivent contribuer au développement des habiletés à réagir au texte sur les plans cognitif et affectif.

- 🕮 Les contacts multiples avec le livre permettent aux élèves d'interagir et de mieux comprendre le texte (transfert progressif de la responsabilité)
- 🕮 D'abord, le prof modélise la lecture et ensuite les élèves lisent
- 🕮 Individuellement…conférence avec l'élève…
- 🕮 Activités synthèses
- 🕮 Interaction de l'élève avec le texte
- 🕮 Enregistrement d'une lecture individuel
- 🕮 Pratiques inclusives : pour une lecture adaptée

Engagement (lecture) : Développer une version plus simple du texte et l'adapter au niveau de compétence et intérêt des élèves

- 🕮 Utiliser des livres simples publiés par des élèves de l'année précédente. (Activités de post-lecture)
- 🕮 Envoyer les livres à la maison pour partager avec les parents suite à plusieurs exploitations et quand les élèves peuvent les lire indépendamment. Préparer les parents à l'avance à NE PAS demander une traduction du texte

Stratégies d'enseignement de l'écriture et la Conception universelle d'apprentissage

Représentation (écriture) : En suivant l'approche d'écriture de l'ANL, on répond aux différentes composantes de CUA (conception universelle de l'apprentissage) sur le plan de la perception, sur le plan de la langue et le plan de la compréhension. Donc, il est essentiel de se servir de la fiche de planification en écriture.

- La phase de pré-écriture prépare les élèves oralement à créer un lien avec leurs vécus, leurs réponses authentiques, les activités orales et les textes déjà lus (activer leurs connaissances)
- Modèle d'écriture (métacognition) offre un encadrement

Action et expression (écriture) : Les multiples situations d'écriture (écriture modélisée, élèves en petits groupes, écrire avec un partenaire et écrire individuellement) proposées aux élèves doivent contribuer au réinvestissement des connaissances acquises à l'oral et en lecture sous forme écrite.

- Écriture modélisée : l'utilisation du modèle va varier selon la capacité langagière et physique de l'élève
- Activités synthèses
- Mur de phrases, mur de sons
- Références aux textes déjà lus
- L'utilisation d'un « traitement de texte »
- Message du jour
- Textes modélisés
- Organisateurs graphiques
- Présenter l'histoire en images ou à l'aide d'objets concrets
- Fiche d'auto correction
- Technologie adaptive : Speak and Word Q, Voice to text, feutres spéciaux, papier à grand format, papier de différentes couleurs etc.

Engagement (écriture) :

- Utiliser les normes de performance en écriture afin de souligner les buts spécifiques pour les besoins de l'élève
- Écrire sur ce qui l'intéresse et ce qui est authentique pour lui ou elle
- Partager ses écrits
- Les grilles de révision pour guider l'élève dans son processus d'apprentissage
- Offrir de l'échafaudage (regroupement, visuels, …)
- Encourager la collaboration entre les élèves pendant le processus de l'écriture
- Partager des exemples d'écriture d'anciens élèves
- Créer un environnement de classe où les élèves peuvent écrire à leur aise (intégrer l'art dans l'écrit)
- Cahier d'écriture
- Correspondre avec une classe francophone ou une autre classe de français langue seconde

Program Content

Post-Intensive French possesses four main characteristics which reflect the most effective ways of learning a second language:

- intensive periods of study, blocks of time;
- use of the target language to improve literacy skills (oral, reading and writing skills);
- focus on language use, not content/subject-based learning; and
- an emphasis on informal learning based on the interests of students and their life experiences of the students, not on formal instruction based on prescribed learning resources.

The specific learning outcomes for Post-Intensive French are developed through a number of topics, including, but not limited to:

- popular culture: music, television and film
- citizenship
- personal relationships
- technology
- debating beliefs and ideologies
- the impact of events on society
- cultural identity
- personal reflection

These topics are organized under the following units:

Post- français intensif, 9e année\ français approfondi IV

- La musique
- Le petit écran : La télévision
- La responsabilité sociale

Post-français intensif, 10e année\ français approfondi V

- Le grand écran : Le cinéma
- Impact des TIC dans la vie quotidienne
- Les relations personnelles chez les ados

Post-français intensif, 11e année\ français approfondi VI

- C'est injuste
- Le pouvoir de la photo
- C'est un mystère

Post-français intensif, 12e année\ français approfondi VII

- Moi, dans 10 ans
- Les défis écologiques
- Semblables, mais différents
- Ma carrière : rêve ou réalité

While the topics are organized under themes, it should be understood that it is the student's life experiences which promote communication. Teachers may need to make minor adaptations to proposed learning experiences to meet the interest of students while ensuring a strong communication base to learning French.

PROGRAM OUTCOMES

Students should be able to communicate effectively in French orally, in reading and in writing to interact appropriately in a variety of situations that relate to their needs and interests.

GENERAL CURRICULUM OUTCOMES
HIGH SCHOOL – GRADES 9 TO 12

Oral Communication	Reading and Viewing	Writing and Representing
Students will be able to speak and listen in order to explore, deepen and clarify their thoughts, ideas, feelings and experiences while participating fully in conversation.	Students will be able to choose, read, view and understand a range of fiction and non-fiction texts, as well as visual texts, presented on various media.	Students will be able to use writing and other forms of representation to explore, clarify and study their thoughts, feelings, experiences and be able to communicate in writing about their learning, and to summarize the content of a text.
Students will be able to communicate efficiently in French and converse adequately, including discussing hypothetical situations, in a Francophone environment.	Students will be able to interpret, choose, and regroup information using a number of strategies and resources.	Students will be able to produce texts collectively and individually, applying different modes, for a range of audiences and for a variety of intentions.
Students will be able to hold conversations taking into account audience, demonstrating sensitivity and respect, taking into account the situation, and the intention of the conversation.	Students will be able to react personally and in a critical way to various texts.	Students will be able to use a range of strategies to create written products on paper or using various media in order to make their texts clearer, more precise and more efficient.
	While reading, students will be able to fluently read the text, self-correct when necessary and express connections between the texts and units to then use in authentic conversation.	

Overview of Units

Grade 9 - Unité 1 : La musique				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Express your musical preferences • Define the messages in your favourite song • Discuss instruments that you play or would like to play • Connect the music played in the media and the emotions that it evokes	Using present and past tenses and appropriate pronouns to describe and compare musical preferences now and in the past **(Mini-project #1)** Choose reading texts that include verbs in past tense (e.g. *Rock n Roll* , du King à Coldplay: *6 décénnies de Rock n Roll* **(Mini-project #1)** Pronominal verbs in context (*Je me sens triste quand j'entends la chanson…)* **(Mini-project #2)** Use of the conditional (e.g. *Parler des instruments dont on aimerait jouer)*	<u>Final project –</u> Create a visual presentation that incorporates the mini projects' goals by demonstrating at least three musical excerpts in various ways, such as a photo, a drawing, a collage, a power point, video etc. <u>Mini-project 1 –</u> Compare and contrast popular songs of today with popular songs of their parents' / grandparents' era <u>Mini-project 2 –</u> Present an excerpt of a song that is important to the student in order to interpret the genre, message, and emotions of that artist's song <u>Cultural objective –</u> Expose students to French-Canadian songs and popular themed songs from yesterday and	Compare, organize and explain Research, identify, and contrast Interpret, identify, and explain	• Electronic language portfolios – self assessments • Oral rubrics • Reading rubrics • Writing rubrics • Performance descriptors • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the *mini-prof* • Print and other resources as described within the unit of the grade 9 Post-Intensive French guide **Resources:** Guide pédagogique interprovincial – 9e année : Unité 1 – La musique

		today		

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Talk about preferences in music. • Present the message in their favorite song. • Talk about musical instruments that they play or would like to play. • Talk about the links between music performed in the media and the emotions they create. • Present a personal hypothesis. • Carry out a survey orally. • Present a synthesis of various items of information: hypothesis, phenomena, results of a survey and a conclusion.	• Read about preferences in music. • Read about messages in their favorite songs. • Read about musical instruments that they play or want to play. • Read about the links between music performed in the media and the emotions they create.	• Write about preferences in music. • Write about musical instruments that they play or would like to play. • Visually represent an emotion. • Prepare a summary in writing of various items of information: hypothesis, phenomena, results of a survey and a conclusion.

Grade 9 - Unité 2 : Le petit écran – La télévision				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Identify favourite TV shows • Discuss the differences between what is real and what is portrayed as real on TV • Explain how TV impacts the diverse aspects of teenage life • Critique different aspects of TV	Phrases complexes **(Mini-project #1)** (e.g. *J'aime les intrigues policières parce que j'aime le suspense…)* Providing details to support an opinion (Writing Expectations – Ideas) **(Mini-project #1)** Using interrogative sentences (e.g. *Et toi, quel genre d'émission préfères-tu, et pourquoi?*) **(Mini-project #1)** Using pronominal verbs – *Je me demande parfois si c'est réel.* **(Mini-project #1)** Writing expectations – Word choice *J'ai le goût de …* **(Mini-project #3)**	<u>Final project –</u> Choose and analyse a type of TV show by explaining its attraction, popularity, its reality and how it influences the viewers <u>Mini-project 1 –</u> Conduct a survey on favourite TV shows and type of shows preferred by students and the target audience <u>Mini-project 2 –</u> Present some examples of the fake reality portrayed in a TV show <u>Mini-project 3 –</u> Write an article explaining how TV influences many aspects of teenage life <u>Cultural Objective –</u> To recognize the influence of TV on our daily lives	Identify, explore and critique Organise, construct and identify Identify, judge and explain Produce judge and explain.	• Electronic Language Portfolios • See model oral communication rubrics • See model reading rubrics • See model writing rubrics • Performance descriptors • Observation checklists • Attainment of communication functions for unit • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-professor **Resources:** Guide pédagogique interprovincial – 9e année : Unité 2 – Le petit écran. Print and other resources as described within the unit of the high school Post-Intensive French Guide.

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Identify favorite TV shows • Discuss the differences between what is real and what is portrayed as real on TV • Explain how TV impacts the diverse aspects of teenage life • Critique different aspects of TV	• Read about TV show preferences • Read about reality and false realities on television • Read about influences from TV viewing	• Write about TV show preferences • Write about reality and false realities on television • Write about influences from TV viewing

Grade 9 - Unité 3 : La responsabilité sociale				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Describe situations which bother people • Give an example of an injustice and provide reasons to explain why the situation in unjust • Talk about moral characteristics and moral qualities and values • Explain a good deed/act of kindness and reflect upon the social responsibilities you have for others	Pronouns (e.g. *Ça me dérange quand…Et toi, est-ce que cela te dérange ?* *Qu'est-ce qui te met en colère ?* Writing Expectations – Conventions **(Mini-project #1)** Subject-verb agreement (e.g. *Est-ce que tu fais des choses qui dérang**ent** tes parents?* **(Mini-project #1)** Complex sentences (e.g. *Comment as-tu réagis et est-ce que tu as fait quelque chose?*) **(Mini-project #1)** Use of the imperative in writing slogans (e.g. *Écoutez vos profs!; Soyez patients avec vos ami-es!; Sois gentil avec tes amis !)* **Mini-project #2)** Concept of gender and number (e.g. *Les activités qui sont bonnes sont…)* **(Projet final)**	Final project – Plan for a good deed or an act of kindness which can be undertaken in the school or community Mini-project 1– Write advice to a student who is asking for help about a specific situation Mini-project 2– Write a slogan and create a poster which illustrates a necessary quality to get along at school Cultural Objective – Awareness of social responsibility to friends, family and the community	Organize and plan Ask questions, identify and explain Identify, develop and produce	• Electronic language portfolio • Performance descriptors • See model oral communication rubrics • See model reading rubrics • See model writing rubrics • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-prof **Resources:** Guide pédagogique interprovincial – 9e année : Unité 3 – La responsabilité sociale Print and other resources as described within the unit of the high school Post-intensive French guide

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Talk about situations that disturb other people. • Report on cases of injustice and provide reasons for which a situation may be considered unjust. • Discuss personal qualities. • Explain a good deed and talk about their social responsibilities towards others.	• Read about good deeds related to school and community. • Read advice columns related to student issues. • Read about social injustices and moral qualities. • Read about the importance and responsibility people have to their families, schools and communities.	• Write about situations that disturb people. • Report on cases of injustice and provide reasons for which a situation may be considered unjust. • Write about personal qualities. • Describe a good deed and the social responsibility towards others.

Grade 10- Unité 1 : Le grand écran – Le cinéma				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Express film preferences (cinematography) • Explain personal point of view of the films' special effects • Analyze the efficiency of various special effects • Express cinematographic preferences and the values they transmit • Judge and express the values of commercialization of films (internal and external)	Descriptive adjectives and noun-adjective agreements (e.g. *Mon acteur préféré est Harrison Ford. Il est beau, et j'aime sa belle voix.)* (Mini-projet #1) Comparative and superlative (Reading p.p, 6-9, *Les effets spéciaux) E.g. Le meilleur film de la série était..)* (Mini-projet #1) Include supporting details relevant to writer's intent - Ideas (E.g. *À mon avis…je crois que….est le public cible pour… parce que…..)* (Mini-projet #2) Writing expectations – word choice – use of adverbs, adjectives and strong verb choices (Projet final)	Final project – Using visual support of students' choice, present a critical analysis of a film's special effects, target audience and use of commercialization or marketing Mini-project 1 – Present the special effects of a film with use of a power point or a poster Mini-project 2 – Present a graph that includes teens' cinematographic preferences and values transmitted through films Mini-project 3 – Survey students about the purpose of commercialization in films Cultural objectives – Be aware of filming techniques used to create special effects Expose students to filming practices which target	Analyze, critique, and synthesize Analyze and extract important characteristics Visually conceptualize information and judge its value Analyze and evaluate the importance of consequences	• Electronic language portfolios • Oral rubrics • Reading rubrics • Writing rubrics • Performance descriptors • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-prof **Resources:** Guide pédagogique interprovincial, 10e année : Le grand écran-le cinéma Print and other resources as described within the unit of the Post-Intensive French guide

		certain individuals by calling on their values Form an opinion on the commercialization factors in the art of film		

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Talk about their favorite films. • Explain their point of view about special effects in films. • Comment on the efficiency of different special effects. • Talk about their favorite types of film and values they portray. • Bring judgment on the value of commercialization (both internal and external) in films. • Express opinions on commercialization in films. • Provide a critical analysis of a film.	• Read about films. • Read about special effects in films. • Read about genres of films. • Read about commercialization of films.	• Write about their favorite films. • Explain their point of view about special effects in films. • Comment on the efficiency of different special effects. • Write about their favorite types of films and the values they portray. • Explain and express opinions on commercialization in films. • Provide a critical analysis of a film.

Grade 10 - Unité 2 : L'impact des TIC dans la vie quotidienne				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Give your opinion of the use of technology • Analyse and make observations based on graphs • Explain in detail the consequences of both the positive and negative uses of technology • Become better informed and reflect on the impacts of technology	Writing Expectations – Organization of Ideas (E.g. *Pendant la journée, je fais beaucoup de choses. J'utilise beaucoup les TIC, je fais de la recherche sur Internet, je lis mes courriels, j'envoie des textos*…) (Mini-projet #1) Word choice - Comparative adverbs (e.g. *autant de temps, moins de temps, plus de temps)* (Mini-projet #2) Connecting words (E. g. *Pendant la journée, par contre*…) Use of the imperative (E.g. *Restez vivant, ne textez pas en conduisant! Ne passez pas trop de temps devant un écran !)* (Projet final)	<u>Final project –</u> Produce an awareness campaign and reflect on the impact of technology on our daily lives <u>Mini-project 1 –</u> List and present orally the main uses of technology in our daily lives and the time spent using it <u>Mini-project 2 –</u> Make a graph (pie chart, bar graph or line graph, etc.) comparing time usage of technology to other daily activities in a 24 hour period <u>Mini-project 3 –</u> Present a sketch (video clip, or other) demonstrating either positive or negative consequences or the use of technology in our daily lives <u>Cultural objectives –:</u> To sensitize, to inform and reflect on the impact of technology in our daily lives To become aware of French terminology of technology	Understand the consequences of an activity. Categorize and organize the information Visually conceptualize the facts Explain in detail the consequences of certain activities.	• Electronic Language Portfolios • See model oral communication rubrics • See model reading rubrics • See model writing rubrics • Performance descriptors • Observation checklists • Attainment of communication functions for unit • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-professor **Resources:** Guide pédagogique interprovincial, 10e année : Unité 2 – L'impact des TIC dans la vie quotidienne.

				Print and other resources as described within the unit of the high school Post-Intensive French Guide.

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Provide opinions on the use of IT. • Provide observations based on understanding a graph. • Explain in detail the consequences of an activity.	• Read about technology and its various forms and uses. • Read a graph indicating time spent using technology. • Read about consequences of excessive technology use.	• Provide opinions on the use of IT. • Provide observations based on understanding a graph. • Explain in detail the consequences of technology use.

Grade 10- Unité 3 : Les relations personnelles chez les ados				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Demonstrate friendly situations • Express the moral qualities of a friend • Explain the characteristics of friendship • Reflect upon situations where you made good and bad decisions • Demonstrate characteristics of a situation where you felt as ease or uncomfortable • Distinguish various situations where you have felt uncomfortable	Pronouns – Direct object (E.g. *Comment est-ce que tes amis t'aident ? Ils m'aident à faire mes devoirs.)* (Mini-projet #1) Adverbs – (qualifying) (E.g. *Parfois, je prends de bonnes décisions, parfois, je prends de moins bonnes décisions).* (Mini-projet #1) Adverbs (time) (E.g. *parfois…)* (Mini-projet #2) Complex sentences (E.g. *Je me sens à l'aise quand… Je me sens mal à l'aise quand…)* (Mini-projet #3) Usage of verbs in the past tenses (E.g. *L'autre jour, j'ai interrompu mon amie qui racontait une histoire et elle m'a arrêté sec, parce qu'elle était fâchée.*) (Mini-projet #4) Pronominal verbs (e.g. *Je me sens mal à l'aise, je me sens fâché quand…)* (Mini-projet #3)	<u>Final project –</u> Make a brochure giving advice to teens on how to improve their personal relationships <u>Mini-project 1 –</u> Present a friendly situation explaining why you chose that situation as a representation of friendship <u>Mini-project 2 –</u> Explain the advice needed to make good decisions <u>Mini-project 3 –</u> Create a situation in which you feel uncomfortable and propose a plan of action that can be followed <u>Mini project 4 –</u> With the use of a case study about a conflict, seek advice to improve the situation <u>Cultural objective –</u> Awareness of the characteristics of friendship, no matter the culture	Synthesize Justify and explain Justify and judge Observe and analyze Analyze and judge	• Electronic language portfolios • Oral rubrics • Reading rubrics • Writing rubrics • Performance descriptors • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-prof **Resources:** Guide pédagogique interprovincial, 10e année : Unité 3 – Les relations personnelles chez les ados Print and other resources as described within the unit of the Post-Intensive French guide

• Give advice to resolve conflict • Give advice to improve personal relationships among friends				

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Communicates in friendly situations • Express orally the moral qualities of a friend • Explain the characteristics of friendship • Express orally reflections upon situations where you made a good and bad decision • Express orally characteristics of situations where you felt uncomfortable • Give advice to resolve conflict • Give advice to improve personal relationships among friends	• Read about friendly interactions • Read about and able to inference moral qualities of a friend and characteristics of friendships • Read about positive ways to give and receive feedback	• Write about friendly situations • Write about the moral qualities found of a friend and explain the characteristics of friendship • Write a reflection of situations where you have felt uncomfortable and decisions that were made, good or bad. • Propose a plan to resolve conflict • Propose a solution to improve personal relationships among friends

Grade 11 – Unité 1 : C'est injuste!				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Report on cases of social injustice, explaining why these situations are unjust • Propose a solution to a case of injustice • Reflect on the pros and cons of a rule or a law • Debate laws or rules that some teens find unjust • React to a seriously unjust situation • Write a letter or an article, expressing personnal opinion • Présenter de façon rationnelle un cas d'injustice grave.	Include more complex transitional words to help state your opinion, your beliefs. *(e.g.: à mon avis, je suis d'accord, selon moi..)* **(All projects)** Include a variety of different types of sentence choices such as imperative, interrogative, exclamatory and negative (e.g.: *dans une bande dessinée, une pièce de théâtre*) **(Mini-project 1 and final project)** Include strong verbs choices to help propose a solution to an injustice in the word (using future tenses) (e.g.: *Une solution que je propose serait d'arrêter de gaspiller de l'eau…parce que…)* **(Final project)**	<u>Final project –</u> Report on a case of a serious social injustice in the world, explain ai nit is unjust and see if there exists a possible solution to this case. <u>Mini-project 1 –</u> Present, with support chosen by student (illustrated strip, play, video, PowerPoint, etc.), a case of personal injustice at school or at home and propose a solution <u>Mini-project 2 –</u> Participate in a debate on a law or a rule that some teens consider to be unjust. <u>Mini-project 3 –</u> Write a letter to a member of a legislative assembly or to a newspaper (Letters to the Editor Section), providing a personal opinion on a case of social injustice. <u>Cultural objective –</u> Take a position, publicly, on a case of social injustice.	Analyse, explain and propose solutions Analyse and propose a solution Debate a position Make a judgment and express a societal position	• Electronic language portfolios • Oral rubrics • Reading rubric • Writing rubric • Performance descriptors • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-prof **Resources:** Guide pédagogique interprovincial, 11e année : Unité 1 – C'est injuste**!** Print and other resources as described within the unit of the Post-Intensive French guide

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Report on cases of social injustice and provide reasons for which these cases may be considered unfair. • Propose a solution to a case of injustice. • Weigh the pros and cons of a regulation or a law. • Debate laws or rules that some teenagers find unjust. • React and present a serious case of injustice in a rational manner.	• Read about social injustices and possible solutions. • Read about human rights and laws. • Read about reactions to serious cases of injustice. • Read an article with a meaningful opinion in response to a serious case of injustice.	• Write a critique on social injustice and/or a case. • Write about the pros and cons to regulating a law. • Discuss rules and laws that teens find unjust. • Propose a solution to a case of injustice.

Grade 11- Unité 2 : Le pouvoir de la photo				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Discuss the genre of photos that you like to take • Explain why we take photos • Discuss what is done with photos we take • Give your opinion of a photo • Express the emotions evoked from a photo and explain why • Give your opinion on the power of a photo • Discuss the social impact of certain remarkable photos in history	Include more complex transitional words to help state your opinion and beliefs (e.g.: *à mon avis, selon moi, je suis en accord…)* **(All projects)** Include descriptions, explanations with verbs in the past tenses. **(Final project)** Include strong adverbs, adjectives while describing a remarkable photo from the past. **(Mini-projects 2, 3 and final project)**	<u>Final project –</u> With the use of a visual support of your choice, present a remarkable photo from history by describing the context of that photo and its impact on the public, and give your opinion on the power of that photo <u>Mini-project 1 –</u> Present with the help of a graph representing the frequency of the genre of photos that students in class like to take, the reasons why they take them and determine what they do with them <u>Mini-project 2 –</u> Present some popular public photos while expressing the diverse emotions that these photos evoke and explain why <u>Mini-project 3 –</u> Create an opinion piece on the power of a photo by commenting, using popular expressions, such as "an image is worth a thousand	Explain, judge, and synthesize Analyze and explain Express emotions Judge	• Electronic language portfolios • Oral rubrics • Reading rubric • Writing rubric • Performance descriptors • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-prof **Resources:** Guide pédagogique interprovincial, 11e année : Unité 2 – Le pouvoir de la photo Print and other resources as described within the unit of the Post-Intensive French guide

		words" <u>Cultural objective –</u> Awareness of the social impact of photos		

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Talk about types of photos they would like to take. • Provide reasons for taking photos. • Provide opinions on photos. • Talk about emotions that may arise from a photo. • Discuss the power and social impact of a photo.	• Read about photography and genres of photos. • Read about reasons why we take photos. • Read about critically evaluating photos. • Read about the impact of photos, also through history.	• Write about the types of photos you like to take. • Provide written reasons for taking photos and explain what to do with them. • Describe the emotions related to photos. • Provide a critique of a photo. • Write about social impact with regards to photography.

Grade 11 – Unité 3 : C'est un mystère				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Discuss popular police dramas on television and express their preferences • Identify the important elements of a good police drama • Formulate an hypothesis to resolve a mystery • Use proper language when playing a board game • Explain a mystery and evaluate the credibility of suspects and their motives • Create a mystery scenario	Include strong verb and adverb choices to help visualize a mystery. **(Mini-projects 1, 3 and final project)** Include transitional words that help the students tell their story (e.g.: *Tout à coup, soudainement…)* **(Mini-projects 1, 3 and final project)** Include mystery words for the book "*La disparition de Luc*" to explain and retell a story. **(Mini-projects 1, 3 and final project)**	<u>Final Project –</u> In small groups create scenarios of a mysterious event, present or act out their projects in front of their class or to another class. Resolve the problem <u>Mini-Project 1 –</u> With the help of a popular television drama of their choice, identify the elements that create a good mystery <u>Mini-Project 2 –</u> Resolve a mystery with reference to a board game, i.e.: *Clue* <u>Mini-Project 3 –</u> Explore mystery books within a reading circle and analyse the suspects and their motives <u>Cultural objective –-</u> Play a board game Solve a mystery from a TV show	Create Identify and explain Evaluate and formulate a hypothesis Analyse	• Electronic language portfolio • Performance descriptors • See model oral communication rubrics • See model reading rubric • See model writing rubric • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-prof **Resources:** Guide pédagogique interprovincial, 11e année : Unité 3 – C'est un mystère Print and other resources as described within the unit of the high school Post-Intensive

				French guide

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Discuss popular police dramas on television and express their preferences. • Identify the important elements of a good police drama. • Formulate an hypothesis to resolve a mystery. • Use proper language when playing a board game. • Explain a mystery and evaluate the credibility of suspects and their motives. • Create a mystery scenario.	• Read about current mysteries, enigmas and potential explanations as to their wonder • Read about crimes, murder mysteries and police investigations	• Provide your opinion on your hypotheses • Write an evaluation on how the crime investigation went

Grade 12 – Unité 1 : Moi dans 10 ans				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Take personal inventory of own interests, aptitudes and attitudes • Research and share information about a trade or a profession • Write a CV (résumé) and an introduction letter • Produce a graph showing time allotted to hobbies vs. obligations and responsibilities • Explain why we would like to resemble a famous person, a family member or a friend • Describe how we see ourselves in ten years' time	Include verb choices in future tenses. **(Mini-project 3 and final project)** Include transitional words showing time and place. (e.g.: *Dans 10 ans, Plus tard, Quand, Au Canada, En France, Aux États-Unis..*) **(Mini-project 3 and final project)** Include a variety of ways to capture audience attention. (e. g.: design, ppt, graphs…) **(Final project)** Include strong adverbs and adjectives while describing yourself in 10 years time. (e.g.: *rapidement, merveilleux, joyeux, respectueuse*…) **(Mini-projects 1, 3 and final project)**	<u>Final project –</u> Using a visual support of choice (Prezi, PowerPoint, other…) students will present how they see themselves in 10 years' time (in reference to career, hobbies and personal life etc.) <u>Mini-project 1 –</u> Write a CV and an introduction letter outlining qualities and skills for a chosen career <u>Mini-project 2 –</u> Produce a graph showing time allotted to hobbies vs. obligations and responsibilities in ten years' time <u>Mini-project 3 –</u> Write a collective book about all the people that students would like to resemble in 10 years' time <u>Cultural objective –</u> Awareness of allocation of time spent on hobbies and other daily activities	Plan and create Explain and synthesize Analyse and compare Create	• Electronic language portfolio • Performance descriptors • See model oral communication rubrics • See model reading rubrics • See model writing rubrics • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-prof **Resources:** Guide pédagogique interprovincial, 12e année : Unité 1 – Moi dans 10 ans Print and other resources as described within the unit of the high school Post-Intensive French guide

Oral Communication	Reading and Viewing	Writing and Representing
• Present an inventory of their interests, their skills and their attitudes. • Research and present information about a trade. • Prepare and present a graph illustrating time spent on hobbies and obligations. • Explain why they would like to resemble a celebrity, family member or a person that they know. • Talk about where they see themselves in ten years' time.	• Read about a time capsule. • Read about interests, attitudes, aptitudes related to career choices. • Read an exemplar of a cover letter, résumé and letter of intent. • Read about future planning (bucket lists) and idols.	• Research and present information about a trade. • Create a résumé and a letter of application for employment. • Prepare a graph that shows how they divide their time between hobbies and duties, and provide a description of some of the duties. • Explain why they would like to resemble a celebrity, a member of the family or a person that they know. Write about where they see themselves in ten years' time.

SPECIFIC OUTCOMES

Grade 12 – Unité 2 : Les défis écologiques				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Explore and analyze your ecological footprint • Discuss and evaluate ecological challenges • Identify possible solutions • In a debate, present solutions to ecological problems • Justify your opinion and convince someone of your point of view	Include word choices pertaining to the theme (e.g: *défis écologiques, réchauffement planétaire*…) **(All projects)** Include word choices to give your opinion. (e.g.: *Selon moi, je pense que, à mon avis…)* **(Mini-projects 2, 3 and final project)** Include a variety of ways to capture the reader`s attention. (e.g.: Design, charts…) **(Mini-project 2 and final project)**	<u>Final Project –</u> Conduct an awareness campaign to reflect and gain information on the impact ecological challenges have on your school <u>Mini-project 1 –</u> Create and present a survey in order to explore the ecological footprint of your school community <u>Mini-project 2 –</u> In a written communiqué to school administration, identify and propose objectives to reduce the impact of ecological challenges on your school community <u>Mini-project 3 –</u> In a debate, take a position with regards to ecological challenges <u>Cultural objectives –</u> Becoming aware of the responsibility of reducing your ecological footprint. Becoming aware of ecological challenges	Evaluate the consequences Analyze Synthesize Identify Explain and debate solutions	• Electronic language portfolio • Performance descriptors • See model oral communication rubrics page • See model reading rubrics page • See model writing rubrics page • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing **Resources:** Guide pédagogique interprovincial, 12e année : Unité 2 - Les défis écologiques Print and other resources as described within the unit Annexes of the high school Post-Intensive French guide

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Explore and analyse your ecological footprint. • Discuss and evaluate ecological challenges. • Identify possible solutions. • In the debate, present solutions to ecological problems. • Justify your opinion and convince someone from your point of view.	• Read about current ecological issues and our carbon footprint • Read about solutions and potential changes to be made	• Explain current ecological issues that affect our environment • Provide reasons for your potential solutions concerning current ecological issues • Describe the current and future impact on our environment

Grade 12 – Unité 3 : Semblables mais différents				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Establish parallels between an activity and the culture it represents • Explain why we would like to visit a certain country • Establish cultural differences between two regions/countries • Present cultural differences that exist in another country	Include transitional words to show: comparison and contrast (e.g.: *Plutôt que, tandis que, ainsi que*…) **(Mini-projects 1, 3 and final project)** Include a variety of word choices showing aspects of the culture. **(All projects)** Include words to persuade (e.g.: *Il me semble important, j'encourage…)* **(Final project)** Include a variety of ways to capture the reader`s attention (e.g. graphs, designs, labels…) **(Mini-projects 1 and 2)**	<u>Final project –</u> Present an information session to students in your community interested in taking part in an exchange in a francophone country <u>Mini-project 1 –</u> Write a short humorous poem about various aspects of the Canadian culture <u>Mini-project 2 –</u> Create a presentation using PhotoStory (or PowerPoint, etc.) to convince peers to visit a foreign country <u>Mini-project 3 –</u> Present, using a visual support of choice, the cultural differences and the similarities between their region and a chosen country. <u>Cultural objective –</u> Develop an intercultural competence	Inform, analyse and explain Create Persuade Analyse and synthetize	• Electronic language portfolio • Performance • See model oral communication rubrics • See model reading rubrics • See model writing rubrics • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-prof. **Resources:** Guide pédagogique interprovincial, 12e année : Unité 3 – Semblable mais différent Print and other resources as described within the unit of the high school Post-intensive French guide

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Explain the relationship between an activity or a tradition and the culture that it represents. • Explain why they would like to visit a specific country. • Provide an example of a cultural difference between two regions and/or two countries. • Provide examples of cultural differences that exist in another country.	• Read about a cultural activity and its representation. • Read about visiting a country you like or to which you would like to travel. • Read about the cultural differences and similarities between two countries. • Read about cultural components of Canadian Territories, as well as their similarities and differences.	• Explain why they would like to visit a specific country. • Write about an example of a cultural difference between two regions or two countries. • Write about examples of cultural differences that exist in another country.

Grade 12 – Unité 4 : Ma carrière : rêve ou réalité				
Communication Functions:	**Linguistic Development Opportunities (oral, reading and writing):**	**Teaching Suggestions:**	**Cognitive Processes:**	**Suggestions for Assessment / Evaluation:**
• Discuss some projects about your career • Discuss and explore aptitudes required for certain professions • Discuss the challenges in order to attain your career • Interpret and explain the information indicated in a statistical chart • Suggest solutions to problems with the quantity of local jobs • Determine certain factors that influence salary charts	Include word choices and ideas pertaining to abilities, aptitudes and personal challenges in career choices. **(All projects)** Include verb choices in present tense. **(Mini-projects 1 and 2)** Include a variety of ways to capture the reader`s attention (e.g.: ppt, design…) **(Mini-projects 1,2 and final project)** Include information and details pertaining to the career of choice (e.g.: *bio-médical, ingénieur*…) **(Final project)**	<u>Final project –</u> Plan the necessary steps in order to transform all projects regarding a career, meanwhile presenting with visual support (portfolio, prezi, timeline, PowerPoint, professional portfolio etc.) the practical approach of this occurring in real life. <u>Mini-project 1 –</u> With visual support, present the career of your choice while stating your interests and reasoning for this career option. Include your aptitude and personal experiences in your reasoning. <u>Mini-project 2 –</u> With visual support, present the required qualifications, specific mandatory training, any prerequisites for training, typical daily tasks, any advantages / disadvantages of this career option.	Analyze, describe and plan. Explain and evaluate. Understand, describe and summarize.	• Electronic language portfolios • Oral rubrics • Reading rubrics • Writing rubrics • Performance descriptors • Observation checklists • Mini-projects • Assessments should include oral language, reading and writing • Participation in class, including leading morning routines and taking turns as the mini-prof **Resources:** Guide pédagogique interprovincial, 12e année : Unité 4 – Ma carrière : rêve ou réalité Print and other resources as described within the unit of the high school Post-intensive French guide

• Reflect on your choice of career		Mini-project 3 – Explore the challenges to overcome for this desired career (costs, training institutions, possible financing, prerequisites) and present how to solve this challenge with help from a visual graphic organizer. Mini-project 4 – Produce a report on the viability of your chosen career by examining labour market statistics, salary charts and locations in which you can engage in this career. Cultural objective – Be aware of everything at stake in your decision making in regards to the job, profession, career of choice.	Analyze, problem solve, and propose solutions. Evaluate and synthesize. Evaluate and compare.	

SPECIFIC OUTCOMES

Oral Communication	Reading and Viewing	Writing and Representing
• Discuss employment and career projects. • Discuss challenges with regards to your choice of career. • Discuss potential solutions to these challenges. • Interpret and explain statistical information	• Read statistical information • Understand and analyze statistical information • Interpret and explain potential challenges regarding the labour market	• Write a portfolio, résumé, cover letter and job application • Complete aptitudes survey to guide your decision-making • Produce a report with all of your findings about your particular career

Instructional Environment

Organizing for Instruction

In Post-Intensive French programs, the instructional process is founded on the following principles:

- Communication is the focus of the program.
- Students develop the ability to communicate by engaging in meaningful, interactive experiences.
- Meaningful experiences will include many and varied media for language learning (art, music, poetry, literature, film, theatre)
- Curriculum outcomes determine instruction and assessment.
- Content is organized around experiences, themes and activities that are relevant to the learners.
- Classroom is learner-centered; learner needs, abilities (including first language experiences) and interests provide a starting point for instruction.
- Instruction is planned to be sequential, providing for a gradual increase in students' skills, and allowing for the meaningful use of language skills gained through previous use. Instruction will follow a project-based approach.
- French is the language of the classroom, for instruction and general communication.
- Long-term, medium-term (unit-planning) and daily planning by the teacher are important.
- The teacher assumes a variety of roles in the instructional process

The organization of the classroom can enhance student motivation and learning. Each Post-Intensive French classroom needs an area to display student work for each theme: projects, posters and photos. For the travelling teacher, poster boards, index cards and tri-fold poster boards can easily be transported from one class to the next. A listening centre in the classroom is also an asset, especially for multi-grade classrooms. It is appropriate to provide students with opportunities for independent work related to the themes studied. Ready student access to French resources reinforces participation and supports communication. A display area fosters cultural awareness through presentations of postcards, maps, calendars, photos and other authentic items. Communication is also helped by flexible seating plans and grouping arrangements. Since much of the Post-Intensive French periods will involve frequent changes in grouping and seating arrangements, flexibility becomes essential.

For many children in New Brunswick, the Post-Intensive French program is the most frequent and substantial point of contact with any form of intensified or concentrated second language study. Research indicates that key factors affecting success in second language learning are the time and intensity devoted to it and the teaching strategies used. This has several implications for the Post-Intensive French environment. French is the language of instruction in the classroom. The teacher is also central to the success of the program. He or she should make every effort to encourage communication, and convey meaning, without translation. The use of a program and teaching strategies which encourage interaction and tasks that are cognitively demanding are also important. The use of French, the project-based activities, the

student-centered strategies and the instructional time all affect student proficiency. Success in communicating in French in the Post-Intensive French program helps students develop a positive attitude toward the lifelong learning of the language.

Planning
Planning is an essential part of the instructional process. Teachers need to plan for the year, the semester, for the start of a unit or theme, and for the daily lesson.

Long-term Planning
Teachers must organize the instructional year based on the outcomes for the program, related themes (content) and instructional time. The long-term plan includes the sequencing of units, a student evaluation plan, and a schedule that the teacher can check periodically. The teacher allocates instructional time and monitors approximate start and end dates for each theme.

Unit/Theme Planning
The teacher highlights the curriculum outcomes that are to be met, estimates the time needed to complete a unit, selects and adapts materials and resources, and organizes activities, including evaluation. Resources may be modified and elements such as pace and choice of activities adjusted to ensure a focus on outcomes while taking into account individual student or class interests and needs. Flexibility in lesson planning and direction of the unit is essential. Post-Intensive French allows for student reflection and input for themes. The teacher may also prepare an overview for students to help guide and record progress.

Daily Lesson Planning
During the Post- Intensive French periods, students complete tasks (mini-projects) to develop skills leading to an established communicative goal and ultimately to the completion of the final project for the unit. The daily plan blends new elements with familiar ones. In the introduction of new language functions or skills, students use their previous experiences to interpret what they will see, hear, read, say, or write. At the end of the lesson, students review what they have learned. A key to effective and successful daily planning in Post-Intensive French is to ensure that each period includes a variety of frequently changing activities that reflect the interests and abilities of the class. Each period must include beginning warm-up routine, oral communication activities and a reading or writing activity.

Time Management during the Post- Intensive periods

In order to derive the maximum benefit from the Post-Intensive French experience, there are some important concepts for teachers to consider and employ in their classrooms.

Overall Planning
During the 300-minutes per week for Post-Intensive French, it is necessary to have activities relating to oral (listening and speaking) and reading or writing every period. The challenge is to avoid spending too much time on a given area. It will not be possible to "*boucler la boucle"* (*closing the circle*) if this literacy-based approach is not observed.

Oral Teaching Strategies
Not every student in the class has to participate in each of the oral strategies for new questions and answers.

The oral strategies were developed in order to enable all students in the classroom to use the

questions and answer several times. The teacher does not have to hear each student's response. In the first step, the teacher asks the question to only three or four students. In the second step, again only three or four students need to ask the question to each other. The demonstration before the class can include two separate examples, but should not require more than this.

After the students, working in pairs, have asked each other the question, the teacher asks several students, possibly five or six, about the answer that their partner provided. Every student does not have to give the answer of his partner. The *Intention d'écoute*, or verification of listening, is woven into the questioning as it occurs. ***The last two steps should resemble, as much as possible, a natural conversation.*** The teacher's role is to keep the conversation moving, not to speak directly to every student. If teachers spend too much time on each part of a conversation, the activity becomes boring. This is counter-productive and could potentially lead to discipline problems within the classroom. It also does not give sufficient time for reading and or writing.

Oral Production

Spending too much time on the warm-up routine does not allow for sufficient time to develop new conversational exchanges. The routine is composed of conversational exchanges that have already been used; therefore, this part of the lesson should move quite quickly, and use of the oral strategies does not necessarily need to occur. Student volunteers should be able to lead the conversation.

After the warm-up routine, a new conversational interchange is introduced. At this time, it will be necessary to use the oral strategies. It is important that an activity be organized during which students use the new material integrated with previously learned material.

Once these steps have been accomplished, attention should be given to reading and or writing. It is important to provide enough time for the development of reading and writing skills. Below is a brief description of what an uninterrupted post-Intensive French period includes:

Post-Intensive French Instructional Period (based on a 60-minute option)

1. Warm-up routines – 5 minutes (approximately)
   Note: Mock interview such as *Ellen* or *Dr. Phil*, used in the warm-up routines, easily adapted to the themes, authentic discussions and conversations, are important at this time.
2. Introduction of new conversational exchange – (communication function)
   20-25 minutes
3. Activity to introduce a reading or writing component of the unit – 20-25 minutes.
4. Closing activity which reinforces the function of communication focused on during class - 5 minutes (approximately)

Reading- Normally one would cover two phases of the sequence: pre-reading, reading, or one would do a second or third reading, or a post reading activity.

Writing-Pre-writing activity, modelled writing activity, independent writing, post-writing activity.

At times, the teacher may wish to read a story to the students for enjoyment, or students may have projects or other activities to work on independently or in small groups.

Songs and relevant game-type activities may be included from time to time to give students a 'change of pace' so that they are not involved in uninterrupted speaking or writing activities for too long a period of time. For the most part, these should also support the current module of instruction (ex. songs about the environment during the theme on the environment). During the Post-Intensive French period it is very important to present transitions and movement activities throughout the period.

Activities during the period are linked to the current theme of instruction. This is a teaching context where teachers are strongly advised to follow closely the sequence of activities suggested in the guide. **Work sheets or fill-in-the-blank sheets should never be used. Introduction of unrelated activities detracts from the development of implicit competence.**

Use of Interprovincial Program Guide
For Post-Intensive French, there are two key documents available to support the program. The first of these is the New Brunswick curriculum guide, which contains outcomes and information particular to our province. The Interprovincial Program Guide, the second document, contains detailed units of instruction and focuses on interpreting the instructional methodology. Students will achieve success if the teacher follows the five principles of the program, focuses on authenticity (natural conversations), uses a literacy-based approach, uses tasks that have demanding cognitive implications for the students, engages students in plenty of interaction; and ensures constant use of the language to develop implicit competence. If teachers have questions about the methodology of Post-Intensive French, they should ask the French Second Language Learning Specialist in their school district for clarification and support.

Classroom Atmosphere
The focus in the Post-Intensive French classroom is always on language use rather than language forms. In a supportive environment students feel at ease, and they know that their attempts at communicating are valued. Students need to know that taking risks and making and correcting errors are a natural part of experimenting with language, and of learning. This principle should guide teachers in the way they handle student errors. Errors must be brought to the attention of students and the teacher must ensure that the students use the corrected form in a complete sentence. By strategic selection of activities and careful planning by the teacher, language learning becomes implicit as the atmosphere encourages students to share personal experiences and ideas.

Technology in Instruction

In the Post-Intensive French program, computer technologies may be used to enhance the learning environment in the areas of communication, professional development, global communication, authentic peer linkages, and resources. As students begin to read and write in French, they may wish to use electronic mail to communicate with Francophone students. Students may also use word processing, presentation software and graphics to complete and present projects.

Technology also provides access to reference materials. Websites are a source of current authentic information for teachers and students. The teacher can access relevant sites and arrange for students to have online virtual visits. For example, students may tour websites of

high schools in Francophone regions and countries, make virtual cultural visits to sites such as museums and visit theme-related areas around the world. As well, the Canadian Association of Second Language Teachers (CASLT) and other groups offer online activities for high school students. However, these activities need to be reviewed carefully to ensure that they are congruent with the principles of Post-Intensive French.

http://www.caslt.org/index_en.php

Principles guiding the use of technology are the same as those for other resources and activities:

- Outcomes and themes determine the task.
- Resources should be appropriate for the task and for the age and ability of the student.
- Teachers may need to adapt resources to meet the needs of the learner.
- Clear instructions should be given.
- At the end of the task, especially when it involves a new resource or process, the teacher and students should reflect on what has been accomplished.

Individualizing Instruction

Learner Needs

The Post-Intensive French class may have students who need additional supports and those who are capable of surpassing the required outcomes. Particular attention should be given to ensure that activities reflect diverse learning styles, and that the Post-Intensive French class offers opportunities for students to build and use various types of intelligence. Varying the pace, assigning a variety of concrete tasks, utilizing many types of group/cooperative learning activities, and providing extra time to complete work (including evaluation tasks) are examples of supports to help students achieve the outcomes.

Personalized Learning Plans (PLP)

Where accommodations or modifications are needed, Post-Intensive French teachers should participate as members of the PLP planning team to help determine the best possible instructional program for each student. Collaboration with resource teachers, school psychologists and consultation with speech language pathologists (when possible), and itinerant (APSEA) teachers is suggested. Accommodations and modifications will be similar to those made in for a student in other subjects, especially English Language Arts. The drop-down menu on the electronic report cards shows if a student is following an accommodated, modified program or an individualized program.

New Brunswick has a policy of inclusion and consequently all students are included in the Post-Intensive French classroom. This means adapting instruction appropriately to meet the learning needs of students with a variety of exceptionalities including those with Autism Spectrum Disorders, Down's syndrome, students who are non-verbal, students who are deaf or hard of hearing or students with visual impairments. In many instances, the strategies used to assist the learner are the same strategies used in the first language classroom. These may include a variety of strategies from use of assistive communication devices, or the use of resources in Braille, to name but two.

In certain instances, there can be a variety of professionals in the PIF classroom. While the

ability to speak French is not a requirement of these positions, it is beneficial. The reality is that most professionals/paraprofessionals in the classroom (other than the PIF teacher) may speak little to no French. It may be helpful to provide these individuals with some common classroom language to maintain the second language learning environment. Expressions like the following examples would be useful: *Do you need assistance? Do you need to go to the bathroom? Do you understand? How are you today?* In instances where English is unavoidable, this communication should be done more quietly and with discretion.

Informing Others

Communicating with Parents

Post-Intensive French, like all French Second Language Programs, needs the support of the whole school community, including students, parents, teachers, PSSCs, school administrators and the school district, in order to experience maximum success. Teachers should provide opportunities for all stakeholders to become informed about the Post-Intensive French program and to observe students using French. Students can prepare items for a school concert or assembly, make big books for other classes, or invite parents to a special celebration. Community groups should be encouraged to call upon the French-speaking students from the Post-Intensive French classroom to participate in numerous events. Displays of student work during an open house, regular communication with parents, program information on the school's website, and speaking about the French program at school or district meetings are all ways to help others better understand the post-Intensive French program.

Parents are often curious to better understand what is happening in the classroom because of the unique learning environment. Teachers should be encouraged to inform parents at the beginning of a unit or theme of what activities, language structures and final projects the students will be undertaking. Regular communication with parents through agendas or school websites is recommended.

Literacy development

The language needed for each mini project will be developed orally at first, then through reading and writing activities. The final project will be based on what the students have already learned to say, read and write and allows them to adapt and synthesize this language in a larger context.

Assessing and Evaluating Student Learning

Assessment and Evaluation

Assessment is the systematic process of gathering information on students' learning and performance. Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgments and/or decisions about student achievement and progress. Evaluation provides essential information to students, teachers, parents and administrators.

In the Post-Intensive French program, assessment and evaluation practices should be based on the following considerations:

Assessment and Evaluation Are Integral Parts of the Learning Process

Assessment tasks should reflect the outcomes of the program and the types of learning activities in regular use in the classroom. While the primary focus remains on oral comprehension and oral production, reading, writing, viewing and representing take on a larger role to ensure that all four language skills are developed. Consequently, this same balance needs to be maintained in evaluation.

Assessment and Evaluation should be Planned and Ongoing

Students should know when, how, and on what criteria they are being evaluated; the evaluation plan should be communicated to students and parents at the beginning of the year. Students may play a role in evaluation (peer evaluation of group work, self-evaluation, suggestions for items to be evaluated). Evaluation should be flexible enough to account for student progress over the course of the year but structured enough to provide a clear picture of student's progress.

Assessment and Evaluation should have Formative and Summative Components

Formative assessment should inform instruction and be used to provide feedback to students that is precise, clear and directly related to the task. Summative evaluation involves making a judgment based on gathered data. Reporting may be anecdotal or reflect a letter or number grade. Schools and school districts have documents, including policies, on reporting and other aspects of evaluation. The teacher should consult these when developing an evaluation plan.

To obtain a complete picture of student work, a variety of assessment/evaluation techniques should be used.

Projects

Communicative projects are used to assess Post-Intensive French outcomes. This type of assessment is often established at the beginning of the unit. Students engage in a series of activities during the unit that help them complete the task. The project is based on selected outcomes and encourages students to link their life experiences with their second language experiences. Projects sometimes require that students work cooperatively. However, certain aspects of the product may be assessed individually.

Teacher Observations

Observation provides information on what the student is doing. For formal observation, the teacher establishes criteria for the observation and provides feedback to the student(s) as soon as possible following the activity. For example, in observing an oral presentation, the teacher would establish criteria for the task, and, at the end of the activity, provide feedback to students based on the observation of those criteria. The teacher may use a checklist or rating scale to assist in recording information, but the type of criteria used must reflect communication, not language forms. Students in the Post-Intensive French classroom normally sense a level of ownership with respect to many aspects of evaluation and should have a role to play in peer-evaluating or self-evaluating some presentations and group projects.

Interviews

Interviews are exchanges of information, usually through a question and answer conversation. Students' oral proficiency levels will be assessed at the end of Grade 10 through a formal interview process. Should the student continue the Post-Intensive program until graduation, there will be an interview in Grade 12. Informal interviews also occur on a regular basis during class time individually with the teacher, in pairs and in small groups. The teacher may also observe students as they interview each other. Questions should be related to the interests of the students and the language functions used in the class.

Language Portfolios

A portfolio contains a number of work samples, including projects, writing pieces, journal entries and audio or video recordings. Items may be kept in an exercise book, or the portfolio may be a folder, binder or in an electronic format. The purpose of a portfolio determines the length of time that it will be kept and the type of items to be included. For example, it may be for a unit or the school year. If the portfolio is compiled over a long period, students may select pieces they wish to include for the next year.

Portfolios allow teachers, parents and students to see, almost at a glance, the progress that the student has made over time.

Self- and Peer-Assessment

Self- and peer-assessment are important components of formative evaluation. Peer-assessment helps students develop a sense of community and responsibility. It gives learners a variety of responses to their work and, like self-assessment, provides the teacher with information on how activities might be improved. Peer-assessment is used to help assess group performance. For example, other students might select from a given list the aspect of a presentation they liked best *(gestes, couleurs, dessins).* This encourages more active listening and observation by all students.

Self-assessment encourages students to:
- reflect on their learning;
- identify what they have achieved;
- focus on what they need to improve;
- plan and organize to accomplish a task;
- make suggestions for changes to the instructional project or methodology used.

For self- and peer-assessment, students need models of the types of responses expected of them. For example, the teacher will need to ensure comprehension of the statements on a rating scale or a checklist before starting the task.

Using Rubrics

Rubrics give clear performance criteria and are used for scoring or rating student work. The use of rubrics benefits teachers, students and parents. For teachers, it leads to greater consistency and accuracy in assessment. Students benefit from the stated expectations as they receive specific feedback on each of the criteria for the task. Parents may closely monitor student progress.

Rubrics range from simple to complex in design. For example, checklists, rating scales, and scoring grids can be used as rubrics. Rubrics are often used with other assessment techniques. Students can be taught to effectively use various rubrics for evaluations of their own work, or that of their peers. Rubrics must be focused on meaning and communication, not on grammatical or lexical items.

Assessing Oral Proficiency within the Post-Intensive French Program

Goal for the end of the Grade 10 PIF year

Oral proficiency goals are based on the New Brunswick Second Language Oral Proficiency Scale (see Appendix O).

The goal for the Post-Intensive French program at the end of Grade 10 is **Intermediate** on the New Brunswick scale for oral proficiency. At this level, students are able to create language spontaneously and to initiate and sustain general conversation. They are able to satisfy routine social demands and limited requirements in school/ work settings. They can provide information and give explanations with some degree of accuracy but language can be halted or awkward. The vocabulary students use is sufficient to converse simply and there is a degree of grammatical control.

Goal for the end of the Grade 12 PIF year

At the Grade 12 level, the goal is to have students achieve the Intermediate Plus level of proficiency. At this level, students are able to satisfy the broad variety of everyday, school and work situations. They can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally, a student does not have to grope for words and some misunderstandings will still occur.

Common European Framework of Reference for languages (CEFR)

It must be noted that at the time of developing this document, New Brunswick was moving toward the implementation of the Common European Framework of Reference for languages (CEFR) proficiency levels. There will be a gradual implementation of the CEFR, and the two scales will co-exist for a few years. Details on the CEFR scale may be found in Appendix M.

Assessing Reading Proficiency within the Post-Intensive French Program

Reading is an integral part of the Post-Intensive French program and helps build students' skills in their second language in addition to strengthening their cognitive skills. The Post-Intensive French program aims to develop the student's ability to read fluently and to comprehend the text that is being read. Provisional reading standards for Post-Intensive French have been developed and will be found in Appendix B. As the program evolves and data is collected, standards may be modified.

Assessment of reading skills may be complex, and a rubrics document is perhaps the best way to carry it out. Appendix B provides examples of observation sheets that teachers may use or adapt to their needs.

Assessing Writing Proficiency within the Intensive French Program

The Post-Intensive French program aims to develop the student's ability to write with both fluency and accuracy. Writing standards for Intensive French and Post-Intensive French have been developed to describe strong performance and appropriate development of writing skills within the programs. The writing samples contained within this section of the guide are used to illustrate what students should be able to produce by the end of the intensive instructional block. Additional examples of independent writing arising from classroom writing will be placed on the educational portal for teachers to reference.

Writing in Intensive French: Strong Performance

The Intensive French program aims to develop the student's ability to write with both fluency and accuracy.

Second Language Reading in the Post-Intensive French Classroom

At the time of writing this curriculum guide, the Post-Intensive French program is still in the initial stages of implementation. Data collected from field-tests of reading comprehension at the Middle School level have provided some indications of the steps needed to be taken to reinforce reading skills as students progress through the Post-Intensive French program at the high school level.

The discussion that follows attempts to provide strategies that will support teachers' efforts in the classroom with respect to develop literacy skills in their students. This section of the curriculum guide is likely to evolve as data is collected.

An equivalent section will be added for writing once field-testing and results of formal writing assessments are collected.

Current program status in New Brunswick Schools (January 2016)

By the end of the Post-Intensive French program, the goal is for students to be able to read independently. However, at this time, there are changes required to bring students to this level of development.

Part of the systemic challenge in reading is that it is difficult, in fact, almost impossible to find texts which are written to meet the needs (and interests) of this group of readers who are in their late adolescence (15 to 18 years of age) and whose second language reading level is similar to that of a first language student in late elementary or early middle school. This group is not reading independently yet. Beyond this sizeable gap, there is a second challenge of finding texts related to the chosen themes.

The following table describes the development of typical student in high school Post-Intensive French. It is important to recognize that there will be a vast range of student abilities within each class and this will have to be considered in lesson planning. The results of assessments that have been field-tested provincially at the Grade 6 and Grade 10 levels have provided system level data that will be used to inform professional learning sessions. Based on information gathered and also on anecdotal information gleaned from teachers, a preliminary profile of the typical range of readers seems to be emerging:

Profile of the Second Language High School Post-Intensive French Reader

Student age in HS-PF	15-18 years
Stage of cognitive development	Period of Formal Operations (12 years and onwards) Characteristic Behavior: Thought becomes more abstract, incorporating the principles of formal logic. The ability to generate abstract propositions, multiple hypotheses and their possible outcomes is evident. Thinking becomes less tied to concrete reality.
Broad stages of reading development	Transitional Reader developing some characteristics of fluent readers; there will be some students below this level.

<table>
<tr><td>Approximate level according to the Fountas and Pinnel scale</td><td>High school L2 readers are typically reading in a range between G and L levels.

A-C are appropriate for emergent stage, D-K for early stage, L-P for transitional stage, and Q-Z for fluent and extended fluent readers.
(Adapted from Fountas and Pinnell Benchmark Assessment System 1 and 2, 2nd Ed.)</td></tr>
<tr><td>Oral proficiency level (NB Oral proficiency scale)</td><td>Most students perform in the range between Basic and Intermediate Plus on the OPI scale
(Basic – Basic Plus, Intermediate, Intermediate Plus)</td></tr>
<tr><td>Common European Framework of Reference – reading development level</td><td>Most students will be functioning between an A1.2 a B1 range in reading. Here are some sample statements from the bank of descriptors describing what students can do at these levels.

<table>
<tr><th>Competency Level</th><th>Descriptor English</th></tr>
<tr><td>A1.2</td><td>I can read a simple, very short text, sentence by sentence, and understand it (sometimes I have to read it several times to understand it).</td></tr>
<tr><td>A1.2</td><td>I can understand the main idea in short stories if there is visual support (e.g., images, photos, graphs, etc.) to help me.</td></tr>
<tr><td>A1.2</td><td>I can understand short simple greetings and messages (e.g., birthday cards, party invitations, emails or text messages).</td></tr>
</table>

<table>
<tr><th>Competency Level</th><th>Descriptor English</th></tr>
<tr><td>B1.1</td><td>I can understand the main points in short newspaper or magazine articles about current and familiar topics.</td></tr>
<tr><td>B1.1</td><td>I can identify and understand the important information in simple advertisements in newspapers, social media or magazines (provided that there are not too many abbreviations).</td></tr>
<tr><td>B1.1</td><td>I can understand texts of varying lengths that contain familiar words and that relate to my interests (e.g., music, sport, travelling).</td></tr>
</table>
</td></tr>
</table>

The table from the Council of Europe summarizing the full range of reading comprehension levels can be found below.

OVERALL READING COMPREHENSION

C2	*Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.* *Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.*
C1	*Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.*
B2	*Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.*
B1	*Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.*
A2	*Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language*
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	*Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.*

https://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/Overview_CEFRscales_EN.pdf

Program Implementation - Overall

At this stage of program implementation, it appears that teachers are fairly comfortable with the basic steps to facilitate oral proficiency development in the classroom. Although teachers are thorough about following the steps for oral development, a critical consideration is the quality or nature of the follow-up questions which should be then asked by the teacher. These questions should be personalized to the individual and tailored to foster critical thinking and promote language development within the student's zone of proximal development.

Program Implementation – Reading

Reading has a key role to play in developing students' overall capacity in second language. It increases vocabulary acquisition and provides sound models for grammatical development. It is an integral part of the Neurolinguisitic Approach. In some classrooms, there seems to be an overemphasis being placed on the oral strategies (through the eight steps) whenever a new word or structure is introduced, and insufficient time being spent on the development of student reading skills. In fact, the first phase of reading (*la pré-lecture*) is also an oral phase (not using the steps) where a conversation about the theme or topic of the text to be read is held. In a second language context, it is a critical preparatory phase requiring time invested prior to simply reading a text. It is during this phase that students make mental connections with the topic or content of the reading. Also during this phase, and, perhaps most importantly, students are being prepared to understand vocabulary in the text which they are about to read. The time spent on this is essential.

Every class is different and every student will vary in reading ability. The teacher must select the texts using professional judgement. It is important not to approach reading in this context in the same way as in a first language classroom. These students will require scaffolding and teacher support in reading. Even though the Post-Intensive French context is a second language context, teachers must remember that there is a difference in reading ability and skill profiles

between immersion students and students in this program. Post-Intensive French students have less time in acquiring their second language skills and consequently they do not possess as much working vocabulary as immersion students who will have experienced a greater range of texts and topics of discussion in their second language. It is important for Post-Intensive French teachers to realize, therefore, that the approach to reading must be adjusted to fit the needs of the students.

The units of instruction which have been created to support the program will have suggested reading texts and teachers have been provided with a series of classroom materials. It is the role of the teacher to decide which text to use at which point to facilitate student learning. The following reflections will help the teacher with **text selection**:

1. Does the topic of this text fit with the specific **learning outcomes** in this unit?
2. Are there **alternate texts** or other possible choices of texts which could be considered in place of this text?
3. **How much of this text is necessary** to support the learning goal of this unit? Is there a part or segment of text (number of paragraphs, for example) which will accomplish this learning goal?
4. Is the length of this text such that it should be divided up and used over multiple classes and a longer period of time? If so, how should it be divided? Remember, these students are probably not independent readers yet; **smaller segments** may be more manageable for your students.
5. Looking at each segment of text, are there words or expressions which are unnecessarily complex (far above the **reading level** of the balance of your target group)? Can some of these be replaced with simpler word choices?
6. For the Neurolinguistic Approach, typically a text should contain **three to five new words and expressions** which are introduced in the pre-reading phase. Once you have replaced any complex words, are there still too many unknown words in this text? Which words will you prepare to use in the pre-reading phase? Remember, some meanings can be inferred through context, some will have images to support them and others may be cognates of L1. Some do not present a barrier to understanding the full text. Choose only the critical words.
7. What kind of **images** can you use to support student comprehension in the pre-reading phase? It is good to have a bank of images selected ahead (electronically or otherwise).

Some key considerations for the **teacher planning phase**:

1. What can be accomplished during the pre-reading phase to engage **or "hook" the readers**? Images/short video clips/interesting anecdotes/multiple means of representation/engagement/interaction?
2. Will all students in this group be reading the **same text**? Do certain students require a shorter version or a further simplified version? Are there some students who should be doing a connected but alternate activity, such as learning key words or simple phrases related to the theme?

3. Is **differentiation of the task required** based on language level of the text or based on differences in proficiency levels of the students in the group?
4. Are there some students who should be doing a completely **alternate activity** (such as listening to a text in a listening center?)

You should now be ready to complete your *Fiche de lecture* (reading lesson plan).

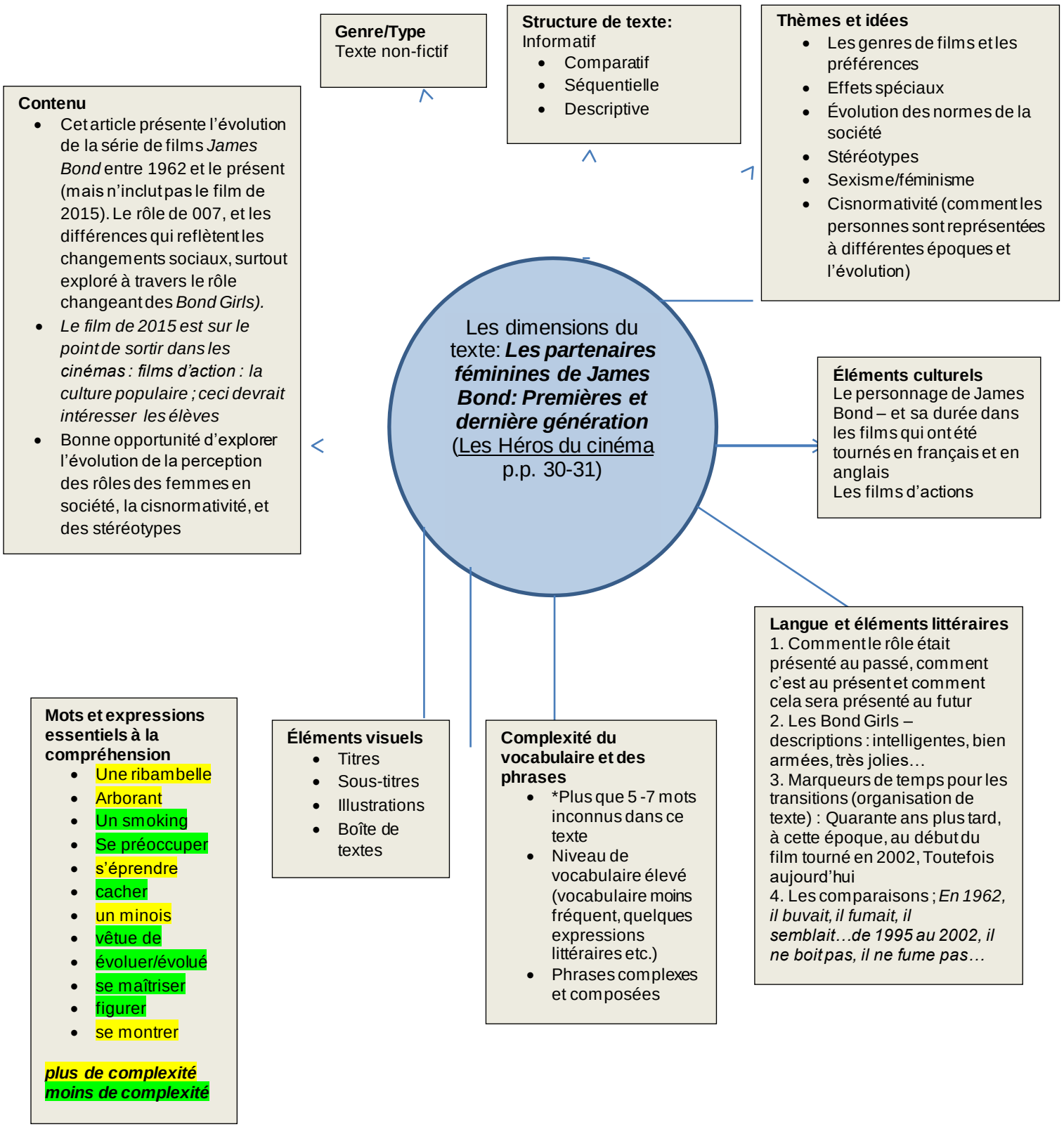
Preparing the *Fiche de lecture*

At the outset, preparing a reading planning sheet to read a short text with a group appears to demand both time and effort on the part of the teacher. This task, however, should be a reflection on what you, the teacher, have chosen to teach your students, based on your current understanding of their levels of second language acquisition. As you know, the purpose of the first reading of a text is for comprehension. This is the same goal regardless of the type of text which has been chosen. The second reading has a different purpose, which is to expand the student's horizons. The teacher must decide on the focus or the *Intention de lecture*.

Planning for the *Intention de lecture* is planning for student growth. It is through this process that **students' vocabulary will expand, new concepts are introduced and discussed**, reading strategies develop and higher order thinking is introduced alongside **new syntax**. Although planning may seem onerous the first time through, the plan will be used by the teacher for at least a week and often it can be simply adjusted to use with future groups. Consequently, it is better to prepare it thoughtfully and thoroughly from the outset. The planning sheet will provide all of the necessary sections to prepare as well as an appropriate reference tool for the teacher during the lesson.

One of the challenges at the moment is that teachers are having difficulty determining or deciding upon the focus for the second reading. This is a critical decision, as this is where language development should happen. It is helpful to have an idea of the range of language development of the students in the class. Having the language portfolio and a clearer idea of the profile of the learners will enable teachers to make mare targeted choices. In the appendices of this document, there are summary pages describing the breadth of what learners should be able to do at each level of proficiency. Thus, knowing for example that a group of students is working around a CEFR A2.1 or A2.2 level can help the teacher target specific aspects of the language at a level appropriate for the learners. At present, the tendency is to select at random or to choose a focus which is too simple, thus wasting a learning opportunity.

There are many dimensions of texts which teachers can choose to exploit. The following template is provided as a tool to assist teacher in analyzing the text they plan to teach so that they can help students grow through reading by considering such elements as language or syntax, expressions, visual elements, content, themes and ideas, text types and structures. Later, in the writing phase of the program, these same elements can be reintroduced or modeled and students will continue to develop strong language skills.


Genre/Type
Texte non-fictif
Structure de texte:
Informatif
Comparatif
Séquentielle
Descriptive
Thèmes et idées
Les genres de films et les préférences
Effets spéciaux
Évolution des normes de la société
Stéréotypes
Sexisme/féminisme
Cisnormativité (comment les personnes sont représentées à différentes époques et l'évolution)
Contenu
Cet article présente l'évolution de la série de films James Bond entre 1962 et le présent (mais n'inclut pas le film de 2015). Le rôle de 007, et les différences qui reflètent les changements sociaux, surtout exploré à travers le rôle changeant des Bond Girls).
Le film de 2015 est sur le point de sortir dans les cinémas : films d'action : la culture populaire ; ceci devrait intéresser les élèves
Bonne opportunité d'explorer l'évolution de la perception des rôles des femmes en société, la cisnormativité, et des stéréotypes
Les dimensions du texte: Les partenaires féminines de James Bond: Premières et dernière génération (Les Héros du cinéma p.p. 30-31)
Éléments culturels
Le personnage de James Bond – et sa durée dans les films qui ont été tournés en français et en anglais
Les films d'actions
Langue et éléments littéraires
1. Comment le rôle était présenté au passé, comment c'est au présent et comment cela sera présenté au futur
2. Les Bond Girls – descriptions : intelligentes, bien armées, très jolies…
3. Marqueurs de temps pour les transitions (organisation de texte) : Quarante ans plus tard, à cette époque, au début du film tourné en 2002, Toutefois aujourd'hui
4. Les comparaisons ; En 1962, il buvait, il fumait, il semblait…de 1995 au 2002, il ne boit pas, il ne fume pas…
Mots et expressions essentiels à la compréhension
Une ribambelle
Arborant
Un smoking
Se préoccuper
s'éprendre
cacher
un minois
vêtue de
évoluer/évolué
se maîtriser
figurer
se montrer
plus de complexité
moins de complexité
Éléments visuels
Titres
Sous-titres
Illustrations
Boîte de textes
Complexité du vocabulaire et des phrases
*Plus que 5 -7 mots inconnus dans ce texte
Niveau de vocabulaire élevé (vocabulaire moins fréquent, quelques expressions littéraires etc.)
Phrases complexes et composées

Example of Rubrics for Reading Skills
(to be used after completing a text)

Name	Can read aloud with accurate pronunciation	Can read aloud with fluency	Can predict meaning of a text by identifying contextual clues	Can explain the main idea(s) of a story	Comments

1 – Cannot do.
2 – Can do with difficulty.
3 – Can do with some hesitations or misunderstandings.
4 – Can do without hesitation.
5 – Can do confidence, adding many details where appropriate.

Appendices

Appendix A
A Neurolinguistic Approach

Appendix A: Methodology and Program Design*

A Literacy-Based Approach

Intensive French is an approach that resembles first language (L1) development (literacy-based *language arts/literacy approach*). The second language (L2) is taught in the same way as the L1; the emphasis is placed on communication in authentic situations and the language is used to express personal thoughts of the student. Oral expression precedes reading, and reading precedes writing. Intensive French (IF) contribute to developing "the ability to use language and images in rich and varied forms to read, write, listen, speak, view, represent, and think critically about ideas" (Government of Ontario, 2004, p. ix). This approach also makes it possible to take into account individual differences in learning (from the perspective of differentiated instruction and learning) and provides students with ways to carry out more demanding tasks, thus contributing to greater linguistic and cognitive development.

The Importance of Speaking
In Intensive French (IF), the emphasis is on communication. As is the case with all authentic communication, oral comprehension and production are closely related. In IF classes, *French is the only language used in the classroom*. From the beginning, it is necessary to create an atmosphere of communication in French in the classroom. For this to happen, there must be regular interaction between the students and the teacher, and gradually, between the students themselves. Students cannot learn to speak *French* by speaking *English*.

During *oral* presentations, students do not *read* a written text prepared in advance to the class; they are encouraged to express themselves freely and "improvise" in front of the others. Reading a text to the class is a reading activity, not an oral presentation. A true oral presentation is done *without the student reading his or her text.* As well, presentations should be planned so other students can participate; for example, students can ask the person who is giving the presentation questions or the presenter can question the other students in the class.

From the perspective of literacy development, students must be able to speak with a certain level of spontaneity about themselves and their personal experiences, just as they do in the L1. There needs to be an emphasis on speaking because, in contrast to what happens in the L1, a L2 learner does not have L2 oral proficiency upon entering school.

The importance of speaking to reading and writing
Communication does not refer solely to the oral use of the language; it also includes reading and writing. Learning how to communicate involves developing and integrating the four basic skills (reading, writing, speaking and listening) by using language in authentic situations. Reading and writing are therefore taught (without assuming an automatic transfer from the L1 to the L2) with the emphasis on developing these skills much earlier than is usually done in Core French classes. Even though a theme/topic is first presented orally, reading and writing activities follow almost immediately. Reading and writing are highly dependent on the competences first acquired orally. The importance of the speaking component in learning to read and write does not always seem to be taken into account with respect to literacy development.

*Adapted, translated and reprinted from Introduction, Interprovincial Teachers Guide for Intensive French, by Joan Netten and Claude Germain

From the perspective of literacy development, learning to read is dependent on the oral competences acquired beforehand. Of course, reading is first and foremost an activity that involves reconstructing the meaning of the text, and therefore establishing a connection between what is read and what may be said about one's own experience. However, a L2 learner also needs to be able to understand a new type of connection between the sound and the way something is written. It is not necessarily the case that because a student can understand and even use words like *oiseau* and *maison* (e.g., *J'ai un oiseau à la maison*) in oral sentences that he or she will necessarily be able to recognize them in a text that he or she is reading (for example: *Un petit oiseau bleu est perché sur le bord de la fenêtre*). There is no guarantee that, without proper preparation, students will be able to recognize an arrangement of letters *o – i – s – e –a -u,* as representing a set of sounds */wazo/* (Germain & Netten, 2005) in a text they are reading. In IF, the literacy instructional strategies used (i.e. guided reading, modeled writing, shared writing etc) primarily are those generally utilized in an L1 class in at the primary level (Grades 1, 2, and 3).

It is also important to remember that when first learning how to write in a L2, a student's written production is the reflection of his or her oral production. It is important, before requiring students to write, for the teacher to have the chance to correct incorrect forms produced orally so students can transpose the correct forms in writing. For example, an Anglophone student learning French will have a tendency to transpose *Je suis fini* (instead of *J'ai fini*) by patterning it on the L1. If the correct form has not been spontaneously used orally on a frequent basis beforehand, it is unlikely that the student will be able to use it correctly in writing. In this respect, the written form is only a transposition of the oral form.

Thus, the spoken form is vital, not only for teaching students to communicate orally, but also for teaching them to read and write. Learning to read and write are two types of language competence largely dependent on the prior state of development of the learner's oral skills.

Basic Principles

Intensive French is based on five principles that underlie all teaching and learning activities.

1. Authenticity: Learning to communicate in a L2 requires using the language in authentic communication situations

When students begin learning a L2, they have literacy abilities in the L1 that they can transfer to the L2. This factor is considered in IF and students are encouraged to begin using French immediately to express authentic, personal messages. To develop communication skills, the French language is used as a means of communication in the classroom. Students begin with authentic communication rather than with small dialogues or lists of vocabulary words to memorize. In order for communication to be authentic, students must be able to express what they wish, and tell other students about their own interests.

This means that all situations in which students are required to use language should be authentic; the students should not say things that are not real or true to them. For example, a student should not say he is wearing a green shirt if he is wearing a yellow sweater that day. The teaching of French should resemble that of natural language use as much as possible. For example, it is inappropriate to ask all the students in the class repeat a sentence like *J'ai une sœur* if it is not true or real for the students. Students also should not be asked to repeat or memorize sentences that are not meaningful for them personally. This can contribute to

discouraging them from learning the language.

Furthermore, all oral communication should be in the form of an authentic *conversation*, and not consist of a single question and a single answer without follow-up. To comply with this principle, teachers should not teach only ONE question at a time followed by an answer. They should connect the response to a comment or another "natural" question arising from the student's personal answer. For example, if a student has just described what she ate for breakfast, the teacher could ask if it was good, or whether other students had eaten the same thing. Without using authentic conversation, a teacher may revert to a behaviourist psychology consisting of simply asking students to repeat the same answer to the same question, a practise which lacks authenticity.

When a student experiences problems providing a correct or appropriate answer to a question, the teacher should repeat the language model already provided and ask the student to answer by *adapting* the model to his or her personal situation. For example, if a student cannot remember how to say that he doesn't have a dog, the teacher should not provide the answer for him to repeat. Instead, the teacher should use the model of the sentence appropriate to his personal situation (for example, *Moi, je n'ai pas de lapin à la maison.*) and ask the student to answer the question by adapting it to his own circumstances (for example: *Moi, je n'ai pas de chien à la maison*).

Only by using language in authentic communication situations can students develop the ability to communicate, not only orally but also with written communications (reading and writing). In IF students are not completing "exercises," they are *using* the language.

2. Literacy: Learning a language for communication purposes consists of developing literacy skills

In IF, the emphasis is on developing literacy skills. Just as with literacy development in the L1, in IF, oral comprehension and production must precede the development of reading and writing, skills that are taught from the beginning in these programs.

In the case of learning a L2, everything must begin with oral expression. Contrary to what happens in the L1, the L2 learner cannot read or write if he or she does not first know how to speak with a certain level of spontaneity about the theme introduced in reading. The concept of literacy development in a L2 is thus different; in the L2, it cannot be assumed that the student already knows how to communicate orally. This is why, in the L2, it is always necessary to begin with oral expression and "re-activate" oral communication, before undertaking a reading or writing activity.

Furthermore, in the L2, it is important to make sure that after clearly understanding the meaning of the text that has been read, students correctly grasp the type of relationship that exists between certain sounds and the way they are written in French. One of the teaching strategies for a text, for example, is to have students observe and discover the relationship between certain sounds and the way they are written. Without developing this essential step, students will not be able to reach the stage of independent reading. In this respect, the L2 class must draw its inspiration from what is done in L1 primary classes. When first learning a language, learning to read is highly dependent on the oral competence that has been acquired. The same holds true for writing. It is because speaking, reading, and writing skills are connected that learning activities progress from speaking to reading, then from reading to writing. The process

comes full circle by having students read and discuss their written texts.

3. Cognitive development: A project-centered approach favours the use of linguistically and cognitively demanding tasks

Teaching a second language does not consist of a series of disconnected activities, no matter how interesting they may be. The project concept is specifically aimed at getting all of the students' activities moving toward accomplishing a common goal, which is why the activities must be organized sequentially. Certain activities prepare the students for others, and so on. However, like vocabulary, it is preferable to *limit* the number of structures or sentences presented to the students to ensure that the ones modeled are adapted and re-used effectively by the students. This is also what enables students to regularly re-use the same structures in slightly different situations or activities. Since the tasks are integrated into a project-based pedagogy, they follow a sequence and make it possible to re-use language structures that have already been acquired. As observed by Paradis (2004) in his neurolinguistic theory of bilingualism, one can only learn to use a language by concentrating on something else. This is why the emphasis is on doing project activities which, in a sense, distract the student's attention from the language. Students subconsciously internalize and "automatize" the structures of the language without thinking about them, because their attention is concentrated on the task.

In addition, the tasks required in IF are not simple ones (e.g. TRUE or FALSE). To ensure that the students are implicated in their learning, they are required to perform tasks that are much more cognitively demanding; for example, completing a survey on the number of students in the class that prefer a certain kind of music and showing the results using graphs. This type of activity contributes to the students' overall cognitive development as well as to the development of language skills.

4. Interaction: Using interactive teaching strategies contributes to improved language communication and the students' intellectual development

It is not just the types of tasks that contribute to students' cognitive development, but also the interactive activities in which they are engaged (Vygotsky, 1985). In contrast to Piaget's concepts, according to which cognitive and social development occur simultaneously but without a connection between them, research shows that it is social interaction that contributes to the cognitive development of the individual (Doise & Mugny, 1981; Perret-Clermont, 1980; Schubauer-Leoni, 1989). Indeed, interaction enables students to learn how to communicate in the L2 at the same time that it contributes to their overall cognitive development.

Why interaction? It requires students to use and adapt the language. By adapting and re-using it in authentic situations, students develop a level of spontaneity in the language. That is why the students must spend more time speaking than the teacher. It is important to remember that even if a memorized dialogue may sometimes be perceived as an interactive activity, it is in no way a "natural" or authentic conversation. A memorized dialogue is not a natural interaction, nor does it really call the senses or emotions into play as in the case of a true authentic conversation. Students do not learn to speak spontaneously by repeating and memorizing dialogue.

5. Implicit competence: Learning a second language for communication purposes requires the automatization or "proceduralization" of language structures

The ability to communicate spontaneously in a language depends on the development of an *implicit competence* in the language. To be able to automatize or "proceduralize" the language structures (or sentences) learned, that is, to internalize them, students must use and re-use them numerous times orally in a wide variety of situations. Thus, in order to develop their internal grammar (an implicit competence of which students are unaware), students must use and re-use the modeled sentences many times in different situations.

The time spent learning language structures and forms through "declarative knowledge" is of little use to a L2 learner, because the development of the ability to communicate means being able to use the language "automatically." Explicit knowledge of language forms and structures is not useful in authentic conversation. This type of knowledge is stored in a part of the brain that is distinct from the one where skills are located. In the opinion of some researchers on the topic, there is little connection between these two parts (Paradis 2004). In an authentic conversation, it is therefore impossible to access the explicit knowledge about the language quickly enough to be able to use it "automatically," that is, to speak spontaneously and fluently.

To communicate effectively in a L2, it is necessary to be able to use the language *accurately* and *fluently*. Fluency is a skill that is developed by using complete sentences in authentic communication situations to enable students to (unconsciously) make the necessary connections – phonological, morphological, syntactic, and discursive – to build an internal grammar in their heads. An internal grammar is not a grammar consisting of rules learned by heart, the development of implicit competence does not involve a transformation through "exercises" of explicit knowledge (in the form of rules, for example). It involves establishing patterns in one's head, in the form of a skill and implicit competence, which enable students to use the language without being aware of the rules involved.

The underlying pedagogy of IF focuses on *the sentence,* not on the simple acquisition of vocabulary words. From this perspective, it is preferable to have students learn a small number of vocabulary words (four or five, for example) that they can use effectively in sentences rather than having them learn a large number of vocabulary words (over thirty, for example) that they cannot use. It is impossible for students to build an internal grammar through a "vertical" presentation of the language (lists of vocabulary words). To build an internal grammar, it is necessary to work "horizontally," that is, using sentences, in order to make (unconscious) connections between the different elements in the language. Without an internal grammar, students are unable to communicate spontaneously in the L2.

As for accuracy in speaking, it is not ruled by declarative memory, that is, knowledge of the language. Accuracy is a skill, and as a skill, it can only develop effectively through the repeated use of correct language forms in authentic communication situations. Correcting oral errors is thus crucial in IF. Without doing so, the internal grammar developed by the student will be incorrect.

If the teacher pays special attention to the simultaneous development of fluency (by getting students to produce complete sentences) and accuracy (by correcting the students' errors) while focusing on the acquisition of implicit competence, the students will be better placed to strike a balance between fluency and accuracy in language production.

Conclusion
The preceding five basic principles are extremely important because the pedagogical implications of these principles make IF different from the teaching methods proposed in many textbook-based programs (even though many textbooks claim "communication" is the goal). This is why the IF teacher must always keep these principles in mind when presenting their activities and preparing their lessons.

Since the learning of a L2 is associated with the communication of ideas, opinions, emotions, and an understanding of the world, the learning of French within the structure of the IF program provides a literacy experience, as well as educational enrichment.

Strategies for Teaching Speaking

Strategies for teaching speaking arise from an understanding of language and its acquisition in the school environment. In IF, the emphasis is placed on using the L2 in order to acquire *implicit competence*, which is based on the concept that communicating a language is first and foremost a skill and that a skill is developed mainly through use. *Implicit competence* is the (unconscious) construction by students of their internal grammar in their head. *Fluency* is the ability to combine with ease the various components of communication (phonological, morphological, syntactic, and discursive) in an authentic communicative situation. *Accuracy* means using the language as correctly as possible. Each of these concepts (implicit competence, fluency, and accuracy) requires a specific teaching strategy.

A. Development of implicit competence
Following the example of numerous researchers in the field, the authors believe that to learn a L2, both *input* and *output* are needed (Swain, 1985). Input consists of the teacher modelling complete sentences that make connections to an authentic situation. This means that students are exposed from the beginning to sentences that are meaningful to them. By beginning each pedagogical unit with **modeling**, the emphasis is placed, from the start, on the principle of authenticity of communication. This strengthens the concept that language is used above all to communicate personal, authentic messages. The principle of authenticity means that a language that is learned, even in school, is much more than a long vocabulary list learned out of context or abstract grammar rules to be memorized. By authentic language, the authors mean the *use* of meaningful language structures used in real contexts.

For example, if discussing domestic animals using gestures or illustrations, the teacher might say: *J'ai un chien. Il s'appelle…* (the teacher says the name of his or her dog). If the teacher doesn't have a dog, he or she could talk about a friend or relative's dog, or about a cat or a bird, as the case may be. For the student, it is a matter of learning how to make conversation in the L2. Thus, the teacher provides the student with a language model that enables him or her to participate in a short conversation about a domestic animal, for example (or about his or her family, etc.). One does not begin by asking the student questions, as suggested in some textbooks, because the student would be unable to answer them without having been exposed to a language model first.

The *repeated use*, by students, of modeled authentic sentences, focusing on their personal interests or needs to communicate corresponds with the language *output* required for the acquisition of an implicit competence in the L2. To help students create patterns their heads, teachers are encouraged to use the following strategies:

1. Question the students to get them to use, re-use, and adapt the modeled sentences
To have the students use and re-use language in class, the teacher needs to increase opportunities to ask them numerous questions. The questions enable students to use and re-use the sentences adapted from the models provided by the teacher in authentic situations. To use one of the examples given above, suppose that the teacher provided the students with the following language model about domestic animals: *Moi, j'ai un chien*. He or she can add to this by asking the question, *Et toi, est-ce que tu as un chien?* (OR *un chat? un oiseau?,* as the case may be), *Comment s'appelle-t-il?, etc.* The vocabulary words that the students need to communicate the messages are provided orally, upon request, by the teacher, in an authentic context. Thus, a student who wants to say that he or she has a rabbit at home, says, *Moi, j'ai un lapin*. Of course, again, by following the principle of authenticity, the teacher will also make sure to present, and have the students use, certain useful negative forms: *Je n'ai pas de chien*. Note that integrating any new vocabulary in a real sentence (*J'ai un chien. Il s'appelle…*) clearly shows that a language is not only used to describe, as is indicated in many textbooks (*Qu'est-ce que c'est? – C'est …*), but also to communicate.

The modeled sentences are not simply "repeated," out of context, as was the case with audio-lingual methods. Instead, they are reproduced by being adapted to the students' personal situations, showing that a language is in fact a means of communication (by using authentic sentences). At the same time, students are more cognitively involved in their learning because for them it is not simply a matter of repeating pre-constructed sentences; instead, they take the modeled sentences and adapt them to their personal situations in order to express what they mean. It is necessary to develop a "creative automaticity" (Gatbonton and Segalowitz, 2005), that is to say that students can "create" with the language in order to make new combinations with various elements that have already been modeled to express new ideas or feelings.

With this in mind, it should be noted that the teacher is required to model only a small number of vocabulary words, always in context. For this reason, the teaching strategy of modeling is preferable to brainstorming because at the beginning of a lesson or pedagogical unit, most of the brainstorming time only leads to a long enumeration, most often in English, of a list of vocabulary taken out of context, whereas modeling has the advantage of providing the student, from the beginning, with sentences he or she can use to convey messages.

2. Ask students to question others, requiring adaptations of responses
If we go back to the example of the discussion about domestic animals, after preparing the students by modeling sentences and interacting with them, the teacher asks the students to question other students in the class to make sure they can ask the question correctly and answer with slight variations, while at the same time providing a model of the task to be completed during the next step.

3. Ask the students to interact so that they re-use the question and form an answer
The students engage in conversations in pairs, using the question that has just been modeled. In a given period (for example, 10 or 12 seconds – so as not to give them the time to revert to their L1), the students ask one another the question and answer it. For example a student might ask: *As-tu un chien? (OR un chat?, etc.),* and once his/her partner has given an answer, follows with a related question (e.g., *Comment s'appelle-t-il?).* The students then change partners and again ask one another the questions, and answer them.

4. Question the students to get them to re-use and adapt the other students' answers
To encourage the students in the classroom to listen, and to give them another opportunity to use the language in conversation, the teacher asks questions about what their partner has just said. For example: *Quel est l'animal favori de Kelly?* The students answer by referring to the personal responses previously given by their partner. The teacher adds to the discussion by asking a new question based on the answer given or by making a comment in the form of an authentic conversation. When the students are familiar with this strategy, they can ask other students this type of question and add on new questions or make a comment based on the answers given.

B. Development of Fluency
The strategy of getting students to make connections is unique in that it does not occur in chronological order after the first two strategies (i.e., modeling authentic sentences and using the modeled sentences repeatedly), but rather accompanies the students as they attempt to use and re-use the language. Its aim is to develop fluency, defined as the ease with which the student is able to make connections between the message to be transmitted and the corresponding language structures, and between the language elements (e.g., phonological, morphological, syntactic, and discursive). This is critical for the development of the students' internal grammar.

A student who is asked the question *Comment t'appelles-tu?* must answer with a complete sentence: *Je m'appelle N…, i*nstead of just saying his or her name. By using complete sentences, the student will gradually become able to establish connections quickly and easily between the message to be transmitted and the corresponding language structure, and between the language elements themselves (phonological, morphological, syntactic, and discursive). At the same time, the student will be led to automatize or "proceduralize" the language structures learned and develop implicit competence by forming language patterns in his or her head unconsciously. A student does not develop communicative fluency and form language patterns in his or her head by simply memorizing and reciting a vocabulary list with no context, or by answering questions with a single word.

C. Development of Accuracy
When the teacher *corrects* erroneous sentences, requires the student to *re-use* the corrected sentence immediately, and then encourages repeated re-use of the corrected sentence in authentic situations, the aim is to develop correct language that is as close as possible to the target language. This is known as "linguistic accuracy."

Teaching grammar fosters the development of explicit knowledge about the language (accuracy-knowledge). Since the main goal in spoken language is to develop a skill, it's more effective to correct errors than to teach grammar. Another positive thing about correcting errors in this manner is that it is done at the sentence level which consequently fosters the development of implicit competence in the L2 (Netten and Germain, 2005).

Students just beginning to learn a L2 can certainly imitate or reproduce the language models provided by the teacher fairly accurately. However, when they try to create their own messages, the risk of error is higher. This is why correction of errors by the teacher is crucial to prevent students from developing faulty language skills and building their internal grammar on erroneous language patterns (Shehadeh, 2003).

Every time an error is corrected, the student must be asked to reproduce or use the correct form several times in a complete sentence. Simply pointing out the error is not enough, since this would produce only declarative knowledge. Insisting on the use of correct language creates a special atmosphere in the classroom; it shows the students that using correct language is important. Furthermore, the students will gradually acquire the ability to correct each other.

The following steps outline the strategy sequence described previously:

- Teacher models the question and response for the students.
- Teacher questions several students using the same structures, encouraging students to adapt the response to their personal situation.
- Some students question each other (using the modeled question). Again students must adapt the response to their own personal situation.
- In pairs, all students ask each other the modeled question and respond always adapting the response to their personal situation.
- The teacher brings the class together and questions the students about the answer of their partners in order to draw attention to responses using the third person versus first person and to promote a natural conversation.

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Note: Throughout the process, the teacher encourages students to respond in complete sentences to promote fluency and the teacher corrects errors and encourages correct usage.

These steps are summarized in table 1.

Table 1 – Strategies for Teaching Speaking

<table>
<tr><th>Goal</th><th colspan="2">Teaching Strategies</th><th>APPLICATIONS</th><th>Goal</th><th>Teaching Strategies</th><th>APPLICATIONS</th></tr>
<tr><td rowspan="5">AQUISITION OF SPEAKING SKILLS FIRST OF ALL
(IMPLICIT COMPETENCE OR INTERNAL GRAMMAR)</td><td colspan="2">INPUT A. Model one or two authentic sentences related to the theme.</td><td>Use one, or several, authentic sentences related to the theme and the actual life of the teacher</td><td colspan="3"></td></tr>
<tr><td rowspan="4">OUTPUT</td><td rowspan="4">B. Have students use and re-use the modelled sentences adapting them to their own situation.</td><td>Ask questions to the students in order to have them use the modelled sentences adapted to their own situation.</td><td rowspan="4">FLUENCY
(SKILL)

and

ACCURACY
(SKILL)</td><td rowspan="2">C. Encourage students to make connections between words.</td><td>Have students use complete sentences.</td></tr>
<tr><td>Ask students to ask the questions to other students in order to have them use the modelled sentences adapted to their own situations.</td><td rowspan="3">D. Correct a word and have students use the corrections several times in complete sentences.</td><td rowspan="3">React: Always correct and have students re-use the corrected sentences several times.</td></tr>
<tr><td>Have students in pairs ask each other the question and respond appropriately.</td></tr>
<tr><td>Ask the students questions in order to encourage them to re-use the responses of their partner in such a way that they create a spontaneous conversation.</td></tr>
</table>

Strategies for Teaching Reading

Teaching reading in a L2 requires specific instructional strategies. Students must learn to extract the message from a written text, which is also a means of communicating ideas. Reading reinforces what students have learned orally and enriches their vocabulary and understanding of the language. It also develops "intuitions" about the language and helps to improve oral and written production. As for reading aloud, it helps improve pronunciation, diction, and intonation. Reading can also stimulate conversations and discussions and lead to a variety of language activities. Since it is a skill, reading must be practiced regularly and systematically, that is, every day. *Just as we learn to speak by speaking, we learn to read by reading.*

A lesson plan designed to develop L2 reading skills has three phases - pre-reading, reading and post-reading.

Pre-reading
Pre-reading is an essential phase especially for L2 learners, whose spoken language skills are limited. It is important to devote considerable time to this phase in the classroom because it has many aspects, as shown in the table on page 24, entitled "Pre-reading."

Before beginning to read a book to the students in the class, it is crucial to do extensive ***oral*** preparation for the phase of actually reading the book.

Contextualization: In the pre-reading phase, it is important to start out with ORAL contextualization, that is, a discussion related to the theme of the story (not the story itself). This is when connections are made with the students' lives and experiences. This helps them see the links between spoken language and a written text. For example, if the book is about the adventures of a cat and a bird, the teacher can ask who has a cat or a bird at home, what is the name of the cat or the bird, and other such questions. From a literacy development perspective, the aim is to show students that there can be a connection between the students' personal lives and what is written in a book. During this phase, the students are not aware that they are getting ready for a reading of a text.

It is also during this phase that the teacher orally presents *in context*, a few new words that the students will encounter during the reading. This will introduce them to the meaning and pronunciation of these words. For example, if the text is about a *tornado* and the use of a basement as a *shelter*, the teacher talks about his or her own personal experience with tornados (either real-life experience or something seen on television or in a movie) in order to provide a language model for the students. After, the teacher questions the students to find out whether they have ever seen a tornado. This leads the teacher to discuss basements being used as shelters during tornados and about the basement of his or her own house and whether it has ever been used as a shelter. During the reading phase when the students encounter the words *tornado* and *shelter* in the text, they should recognize these words as they already know what these words mean and have used them in sentences; they now only need to become familiar with the way they are written.

***Anticipation*:** This is the moment when the teacher first shows the book to the students and talks about the title of the book and the cover illustration. Students are asked what they think might happen in the story. To generate ideas about the *general* meaning of the story (before starting to read the text), the teacher shows the students the main illustrations and asks

questions about their meaning: e.g., *What is the little girl doing? What game is she playing? Why do you say that?* The purpose of this questioning is to give students a model for reading strategies, while fostering their cognitive development. It is NOT to have the students identify illustrations (*What's this? - It's…*) or to transform the pre-reading into a vocabulary lesson. It is suggested that the teacher take note of the main predictions and revisit them later. Anticipation fosters the students' cognitive development and the development of strategies for reading comprehension that may be used in both English and French.

Reading
After the pre-reading strategies and activities, the teacher reads the text aloud for the first time, focusing on the students' understanding of the overall meaning. During this first reading, it is important NOT to mix up comments about the MEANING and the FORM, especially if some of the students in the class are struggling. Teachers are strongly advised to make a clear distinction between meaning and form. The purpose of the first reading is to give the students a desire to read and get them interested mainly in what happens in the story. This phase is very "de-scholarised."

For the most part, it is better for the teacher to read the story aloud while the students follow the text on a screen or in their copy of the book. This phase provides the students with a *model* for reading. Next, the teacher asks individual students or groups to read the text section by section, using the reading model already provided. If they make mistakes in pronunciation, the teacher corrects them and asks them to repeat the complete sentence. In other words, during the reading phase, the procedure is practically the same as that used to teach speaking: modeling, use, and re-use, with the focus on making connections between the language elements (for fluency) and correcting errors (for accuracy). Just like speaking, reading includes an *input* phase and an *output* phase (See Table 2,). All these phases contribute to the acquisition of implicit competence for reading.

To find out whether the students have clearly understood the overall meaning of the text, the teacher must ask questions that will demonstrate their understanding (e.g., *What happens to…?,* etc.). The aim is not to translate the text or have the students translate it, but to have them understand its meaning directly. At the end of the story, the teacher returns to the predictions expressed by the students before the story was read.

The next day, the teacher reads the same text again, but with a different intent. After asking one or more students to reread a passage, the teacher asks the students to identify certain sounds (e.g., words ending in the *é* sound, for example) or a few cognates or words in the same family. This time, the aim is to help the students to build skills to develop their vocabulary and to acquire a certain type of explicit knowledge about the language.

Post-reading
In the post-reading phase, the teacher moves on to oral activities or writing activities on the same theme, such as developing a new story about a cat.

It should be pointed out that the pre-reading phase (oral only) and the post-reading phase are necessary in order to establish a connection with literacy development, as we have seen above.

A summary of these strategies may be found in table 2.

Table 2 – Strategies for Teaching Reading

Goal	Teaching Strategies	APPLICATIONS	
Pre-Reading			
Contextualisation	A. Have students make connections with their own experiences.	Discuss with the students experiences from their own lives that have a connection with the theme of the text/story. Introduce and have students use orally new words that are important for their understanding of the written text.	
Anticipation	B. Model some reading strategies.	Have students suggest what may happen in the text/story, the sequence of ideas or action, using some of the illustrations or the structure of the text/story. Teacher should take note of the predictions of the students in order to return to them for verification at the end of the text/story.	

GOAL	TEACHING STRATEGIES		APPLICATIONS	TEACHING STRATEGIES		APPLICATIONS
READING						
USE OF THE IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF AN IMPLICIT COMPETENCE IN READING, AND ACQUISITION OF SOME EXPLICIT KNOWLEDGE OF HOW THE LANGUAGE WORKS	A. Model how to read the sentences of the text/story.	***FIRST READING LESSON***	**PURPOSE: have students understand the content** • Read the text to the students in a normal fashion. • Ask questions to ensure that students have understood the events and the meaning of the text. • Re-read the text aloud and have students read aloud after the teacher. • Ensure that the students' predictions about the text/story have been discussed and verified.			
	B. Have students use (read) the modeled sentences several times.	***SECOND READING LESSON***	Read aloud the text again, having the students also read aloud sections, either all reading together (choral reading) or in various smaller groups (all the boys, or girls), and finally some individuals. **Different purpose**: Have students observe the relationship between a sound and the different ways that sound may be represented in writing or have them observe a form that is seen, but not heard orally (i.e. the *-ent* in plural verb forms) in order to help the students read accurately and to prepare them to be able to write correctly.	**FLUENCY** (skill) **AND ACCURACY** (skill and knowledge)	C. Encourage students to make connections between words	Have students read the text in a normal fashion without making breaks between syllables or words (encourage students to read words in groups that have meaning)
		_ _ _ _ _ _	_ _		D. Encourage students to read accurately.	Correct errors made by students while reading and ask students to re-read the corrected form in a complete sentence.
		THIRD READING LESSON	Read the text again having the students read aloud a section of the text. **Different purpose:** Have students identify words of the same family, or "mots amis", or similar activity to help develop vocabulary.			
		_ _ _ _ _ _	_ _			
		FOURTH READING LESSON	Have students re-read the text aloud to the class. **Different purpose:** Have students observe another sound and its graphic representations, or another letter combination that is only seen and not heard, or words that denote time, or sequence of activities.			
Post-Reading						
Integration of skills			Further extend the text read through a related oral and/or written activity.			

INFORMATIVE TEXT PRE-READING

The pre-reading stage is an essential strategy in teaching reading, notably for second L2 learners. It is very important to spend a considerable amount of time in class preparing this phase. THEREFORE even before the text is read to the students it is crucial to prepare, ORALLY, the reading phase. This is a very important aspect that is specific to L2 literacy. (Differing to what is the procedure in L1).

1. ***Contextualisation*** : In the pre-reading phase, it is important to start out with ORAL contextualisation, that is, a discussion related to the theme of the story (not the story itself). This is when connections are made with the students' lives and experiences. This helps them see the links between spoken language structures they will encounter in the written text. In the context of learning a L2, where the vocabulary is still limited, is important to expose the students orally to a few new words and structures they will encounter in the text which is essential to the comprehension of the message in the text. It is crucial to present these words and structures orally*, in context*, in a manner that introduces them to the meaning and the pronunciation of these words. For example, if in the text, there is mention of a tornado and using the "basement" of a house as a "shelter", the teacher must talk about "basements" in houses that are used as "shelters" during different weather phenomena; this will lead the teacher to talk about his "basement" and if they have ever used their "basement" as a shelter, and the teacher must question the students regarding this practice. During the reading phase when the students encounter the words *tornado* and *shelter* in the text, they should recognize these words as they already know what these words mean and have used them in sentences; they now only need to become familiar with the way they are written. It is also important during this stage, that the students use and re-use orally in complete sentences these new words and structures while answering the teachers questions. This literacy strategy is specific to the learning of a L2. It is necessary to give the students tools, orally, in language preparations even before they begin to read the text. If not, the student will fall back on translating rather than trying to make sense of the text directly in French (without translating).

The choice of new words and structures are very important in this phase because it is the words and structures that are susceptible to causing problems for the students. Words that easy to identify because of context in the text or because of the similarities to the English spelling, such as « tornade » and *tornado* are not necessary to be introduced in this phase. If the teacher presents too many words or words that are easily identified we are preventing the students from developing one of the reading strategies pertinent to reading, which is determining the meaning of the word according to its context and usage. In post-FI/FA, it is sometimes possible to integrate the contextualisation for a text in which the subject is very close to the theme of the unit in the oral component of the lesson, when are able to review the new structures we have previously presented.

2. ***Anticipation*****:** This is the moment when the teacher first shows the book to the students and talks about the title of the book, the cover illustration, the table of contents as well as sub-titles and important pages. It is not necessary to identify all the illustrations (What's this? It is...! Or, What do you see in this picture?) It is NOT to have the students identify illustrations (*What's this? - It's…*) or to transform the pre-reading into a vocabulary lesson. Anticipation fosters the students' cognitive development and the development of strategies for reading comprehension that may be used in both English and French. The purpose of this questioning is to give students a model for reading strategies, while fostering their cognitive development.

In the predictions stage, the teacher will use the « K-W-L » technique. For this the teacher will pose a series of oral questions, on one part identifying what the students already KNOW (or pertain to know) about the subject and on the other part what they WANT TO KNOW about the subject. It is the time to use this well-known practice K-W-L: *What I KNOW, What I WANT TO KNOW and What I have LEARNED.*
(In French: **S – V – A** : *Ce que je SAIS, ce que je VEUX SAVOIR* et *Ce que j'ai APPRIS).*

The teacher will write on the board or chart paper 3 columns as shown below:

K What we KNOW	**W** What we WANT to know	**L** What we have LEARNED

The teacher notes, in the first column, what the students already know about the subject, according to their oral suggestions (4 or 5 points). Followed by asking the students, what they want to know about the subject (4 or 5 points) and takes notes for the second column. The pre-reading stage is to be done at every section of the book, if the book is lengthy. However, if this is the case, it is necessary to simply introduce the book as a whole before presenting it in sections. It is also necessary to complete the K-W-L for each section.

In post-FI/FA II and III, it is possible to use other graphic organizers that are usually used in L1 (in English) language art classes, used to prepare informative texts.

READING

During the actual reading stage, we follow closely the same procedure as in the oral component: modeling, using and re-using, with attention given to the links between language elements (for *accuracy*) and the corrections of errors (for the *precision*). The actual "reading" of the text has an *input* and an *output* phase. After completing the 2 preparatory phases (*contextualisation* and *anticipation*) the teacher can undertake the first development (exploitation) of the text. As is the case of the "reading" phase of the narrative text, this first exploitation is focused on the meaning and global comprehension of the text. It is crucial at this phase to NOT mix up comments about the MEANING and the FORM, especially if there are students who are having difficulties in the class. It is strongly advised to distinguish these 2 phases. This first reading, which corresponds to the "*input*", is to give the students a desire to read and to get them mainly interested in what happens in the story. This is when we concentrate on the message of the text. Therefore, this is why we pose comprehension questions and read the text together.

In the case of the informative text, we ask the students what they have learned in the section we have read up until now and complete the third column "L" (What I have learned...). In addition, the teacher asks the students if there is more they want to know about the subject and, if this is the case, complete the second column "W"(What we want to know...).

If time permits, in post-FA/FI I and II, we reread the text during the same lesson. However, it is important not to separate the time between the pre-reading and reading phases. Pre-

reading and the reading phases must be completed during the same period. In post-FI/FA III, it is possible to ask students to read the text at home in preparation for the next class.

During the second exploitation of the text, it is necessary to review the content of the text or the section of the book already read and we now focus on a particular aspect of grammar (subject-verb accord, for example) in which we are going to develop during the writing component later.
All in all, at the end, of the book (if it pertains to a book with many chapters or sections), it is important we verify the K-W-L columns so we are able to identify, what the students have learned about the book. At this time the teacher completes the third column according to what the students have said about the book and subject in question.

POST-READING

We only complete one post-reading activity per book. In the case of the informative text, we can examine the questions pertaining to WHAT the students wanted know (the second column of the K-W-L diagram) as well as the questions the book did not answer. We can encourage the students to do a research on the items they wanted to know about and were not answered in the book or discuss the items in the book to see if we are in agreement with the message or not. It is also possible to organize a little debate on the subject so as to entail a written lesson or have the students write an article on the subject to express their opinion.

A summary of these strategies may be found in table 3.

Table 3 – strategies for teaching reading: INFORMATIVE TEXT

GOAL	STRATEGIES FOR TEACHING READING	APPLICATIONS
INFORMATIVE TEXT PRE-READING		
OF THE IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF AN IMPLICIT COMPETENCE IN READING AND ACQUISITION OF SOME EXPLICIT KNOWLEDGE OF HOW THE LANGUAGE WORKS	**Contextualisation** Have students make connections with their own experiences and widen their vocabulary.	Discuss with the students experiences from their own lives that have a connection with the them of the text/message. Have the students employ, while in a conversation, the new words which are important for the understanding of the written text.
	Anticipation Model and employ the reading strategies.	Using the title of the book, the illustrations, the cover page, the table of contents and a few important pages discuss what the contents of the book could be. For the predictions, apply the K-W-L graph. At this stage, note 4 or 5 points in the first two columns (We KNOW that... and We WANT TO KNOW...) as to revisit to later.

GOALS	TEACHING STRATEGIES	APPLICATIONS	TEACHING STRATEGIES	APPLICATIONS
USE OF THE IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF AN IMPLICIT COMPETENCE IN READING AND ACQUISITION OF SOME EXPLICIT KNOWLEDGE OF HOW THE LANGUAGE WORKS	**INFORMATIVE TEXT**			
	A. INPUT Model the sentences from the text.	**FIRST EXPLOITATION** **Purpose for the reading:** understanding of the global message. For this, read the sentences in a "natural" manner. • The teacher or a strong student, reads the text without interruption; students follow the text • The teacher asks questions to ensure the students have understood the meaning of the text		

OUTPUT	Students re-read the modeled text.	• Students re-read aloud the text together (choral reading), sub-groups or individually, according to the needs of the class. If there are precision or accuracy problems asks the student to re-read correctly the passage. • Revisit K-W-L : The teacher asks what they have learned up to this point, while making the link between the part of the text where they have learned something and complete the third column; the teacher then asks if there is more information they would like to know and adds this to the second column. **SECOND EXPLOITATION** **Purpose of the reading:** to help students and prepare them for writing, have the students observe the relationship between a sound and the different ways that sound may be represented in writing of have them observe a form that is seen, but not heard orally. The teacher asks questions to review the meaning of the text Students read aloud sections of the text (various smaller groups or individually…) The teacher focuses on a specific grammatical form • The *–ent* in plural forms • The plural of certain nouns and adjectives **At the end of the book:** revisit the 3rd column (L) as to verify if the text answered all the questions asked.	**FLUENCY (skill)** **ACCURACY (skill and knowledge)**	Establish the links between the elements of a sentence, to understand the global sense of the text. Establish the correct rapports between the way the sound is written and the way it is read. .	Asks the students to read the text in a « natural » manner without separating the syllables nor the words(in a sequence that have a meaning) Correct pronunciation errors and asks students to re-read the corrected sentence.
INFORMATIVE TEXT: POST-READING					
Integration of skills	➢ If the reading of the text did not answer certain questions, encourage students to research these questions or relate them to the same subject. ➢ Propose activities on certain subjects that were introduced in the text: informal debate, personal opinions in a written form, etc. .				

Word Wall" and "Sound Wall"

To facilitate the development of reading, teachers are advised to use a "word wall" and a "sound wall." The purpose of a word wall is to help students recognize certain common, familiar words more quickly while they are reading. The words posted on the wall are ones that the students use often while working on a theme, project, or activity. It does not matter how the words are organized (e.g., in alphabetical order, grouped according to concepts, etc.); the important point is that they be used *in short, complete sentences* (unlike the word walls in the L1 classrooms). The key words on the wall can be highlighted (in bold print or a particular colour) to make it easier for students to recognize them when they are needed.

It should be noted that the presence of an article (e.g., *un, une, le, la*) is ESSENTIAL, since it is by associating an article with a word that students learn the gender of the word (i.e., feminine or masculine). For example, students learn that the word *maison* is feminine (and that they must therefore spontaneously say *grande*, not *grand*) by frequent association of the word with the article *la,* not *le.* Students learn the correct gender of a word by using it, i.e., as a skill, NOT as declarative knowledge (for instance, by trying to remember whether the word *maison* is masculine or feminine, which is not very helpful in conversation).

The purpose of a sound wall is to help students learn to read independently. In order to do that, they have to become familiar with the relationships between certain sounds and how they are written. It is not necessary to post all the sounds on the sound wall, just the ones that are especially difficult because they can be written different ways. For instance, the sound é can be written *er, ez, ai*, and so on. Here again, even though it is a "sound wall," words that contain the same sound must be used in short, complete sentences, such as: *J'aime mon dîn**er.**; Le clown a un n**ez** rouge.; J'**ai** chaud.*

Each sentence must be produced by the students, NOT dictated or prepared in advance by the teacher. This way the students get more involved in their own learning, and they are more likely to remember an example if they have come up with it themselves.

To summarize, the word wall and the sound wall are two means designed to help students learn to read independently. In order to accomplish this goal, students need to be able to recognize certain common words when reading independently (words they already know orally), and they also need to be able to decode words they do not know how to read.

In the Post-Intensive French programs, the word and sound wall may vary somewhat. The word wall will continue in these grades, but the sound wall is used only when needed. There are also teachers who travel from class to class. It may not always be possible to post a word wall, in these cases some poster boards, large index cards, tri-fold project boards can be used.

Individual Reading

Using the books available in the classroom or the school library, teachers are advised to strongly encourage students to read books on their own and keep a record of the ones they have read (See Appendix A: Reading Log). With Post-Intensive French classes, browsing boxes are available and can be used to throughout the year to compliment the unit or for independent readers. A system can be developed by the teacher as to how they would organize the books being sent home.

(…)

Strategies for Teaching Writing

Just like teaching speaking and reading, teaching writing in a L2 requires specific strategies. Even though the primary goal of writing is to convey meaning, linguistic accuracy must not be neglected. The types of texts that the students are asked to write range from the simple to the more complex. At first, writing activities will obviously be simple and closely linked with what the students have already done orally. The teacher must work with the students to develop a model for writing. As the students become familiar with the structures of the language, they will gradually learn to write independently.

Relationship between Spoken and Written Language
It is essential to make a distinction between what is learned orally and what is learned in writing. In written language, there are three main types of linguistic phenomena: phenomena exclusive to written language; phonetic phenomena transposed into written language; linguistic phenomena arising from the structure of the language itself.

Phenomena exclusive to written language
As in the case of reading, teachers are strongly advised NOT to mix up comments on MEANING and FORM. In other words, when students write a text the first time, they concentrate as much as possible on the meaning or the message to be conveyed. Afterwards, they re- examine what they have written, this time focusing mainly on specific form-related issues. For example, in a composition, the fact that a verb in the second person singular (after *tu*) takes an *s* and that a verb in the third person plural ends in *–ent* (*Elles mangent, ils courent*) are phenomena exclusive to written language, and there is no trace of them in spoken language. Punctuation is another phenomenon exclusive to written language. While modeling writing for the students, the teacher must point out these phenomena exclusive to written language (see Table 3).

Phonetic phenomena transposed into written language
Some errors observed in writing are actually attributable to the relationship between sounds and the way they are written. For example, a student who writes …*une porte est une fenêtre…* (instead of *et*) is transposing a certain sound from spoken language into written language. Phonetically, the student is failing to distinguish between *et* and *est*. It is best to start by making the student aware of the phonetic distinction between *et* and *est* in spoken language, so that the student can avoid making this mistake in writing. Once the oral distinction is clearly established, it is easier to solve the writing problem. The same is true of errors such as *je ouvre* or *je aime.* This type of error (meeting of two oral vowels) must be dealt with orally and phonetically first, paying particular attention to the student's pronunciation.

Linguistic phenomena arising from the structure of the language itself
For students starting to learn a L2, everything that is not exclusive to either spoken or written language is strictly linguistic phenomena arising from the structure of the LANGUAGE itself. For example, it is correct to say *C'est une voiture* ***rouge*** *- C'est un ballon* ***vert***, and it is also correct to say *C'est une* ***grosse*** *voiture - C'est un* ***petit*** *ballon*. This is a syntactic phenomenon common to spoken and written language. Thus, when one says *Elle me regarde* or *Je cherche ma montre,* the structure of the language is the same whether the expression is used orally or in writing. This is true of many linguistic phenomena.

The pedagogical implications of this distinction are significant. For example, in a composition, if a student makes a "structural" error like those mentioned above (placement of a descriptive

adjective, placement of an object pronoun, absence of a preposition following some verbs), the error must be pointed out to the student, but such phenomena are not true writing errors. They need to be pointed out, but it may not be worthwhile to try to correct them in the written text *first*. It is far better to simply point out the errors in the composition to the student and then have the student use and re-use this

type of structure ORALLY. Only when the correct structures are spontaneously used in speaking in the classroom, in situations that are as authentic as possible, will students be able to use the correct structures automatically and spontaneously (i.e., unconsciously) in writing.

As in the case of reading, a lesson plan designed to develop L2 writing skills has various phases: pre-writing, writing and post-writing. These phases help develop both fluency and accuracy.

Pre-writing
In this phase, students are helped to understand that there is a connection between what we say, what we read, and what we write. The teacher engages the students in discussion to show them that if they can talk about things, they can also write about them. Lack of ideas to write about should not be a challenge because the students have already learned a certain amount of spoken language that they can use as a base.

In L2 teaching, even a writing task must begin *orally*, in the form of a conversation with the students: everything starts with ideas, which the students must learn to express orally in complete, correct sentences. The aim is not to have students translate word for word what they want to say, but rather to have them use their acquired spoken language spontaneously in writing.

Writing
In the writing phase, the teacher follows a similar procedure as for speaking and reading: modeling, re-using language structures already acquired orally, and focusing on the connections between language elements by asking students to produce sentences that are complete (for fluency) and correct (for accuracy). Once students are able to communicate ideas fluently (orally and in writing), they will be better situated to focus on the formal aspects specific to writing in order to ensure the development of accuracy.

Post-writing
It is important to distribute and share the texts produced during writing activities since writing is a communication process. Once the texts have been posted and read, the teacher must question the students again about what they have read, in the form of a conversation or discussion. The process comes full circle: from speaking to reading to writing, and then reading the texts produced and discussing what has been read.

A summary of these strategies may be found in table 4.

Writing Process

The teacher must continue the *writing process* with the students so that they can develop skills in writing French and eventually transfer those skills to writing in their L1 (in this case, English). The teaching strategies described above have much in common with the writing process. For instance, both encourage students to develop ideas before writing and to reread their texts in order to revise and edit them (writing without errors). Once students have shown that they are

able to write with some fluency, they are encouraged to use the writing process, particularly during project-related activities. Even when students start using the writing process
the teacher must continue to use the strategies described above for teaching writing in order to extend their knowledge of how to write accurately.

Writer's Notebook

Since writing is a skill, it must be practiced regularly and systematically, i.e., at least once a week. The only way to develop a skill is to use it. *Just as we learn to speak by speaking and to read by reading, we learn to write by writing.* Thus, a communicative writing activity is more than just having students write a series of disconnected sentences, do fill-in-the-blank exercises, or answer TRUE or FALSE. Communicative writing consists above all in composing a text that conveys a message.

Students should keep a writer's notebook for writing activities.

Table 4. Strategies for teaching writing

GOAL	TEACHING STRATEGIES	APPLICATIONS	
PRE-WRITING			
CONTEXTUALISATION	Have students make connections between what they are able to talk about or have read about with what they are able to write.	Talk about the subject which is going to be the topic of their paragraph in a spontaneous conversational manner, using the sentences already used in oral activities.	

<table>
<tr><th>GOAL</th><th>TEACHING STRATEGIES</th><th>APPLICATIONS</th><th colspan="2">TEACHING STRATEGIES</th><th>APPLICATIONS</th></tr>
<tr><td colspan="6">WRITING</td></tr>
<tr><td rowspan="2">USE OF IMPLICIT COMPETENCE ACQUIRED ORALLY, DEVELOPMENT OF AN IMPLICIT COMPETENCE FOR WRITING AND ACQUISITION OF SOME KNOWLEDGE OF HOW THE WRITTEN LANGUAGE WORKS</td><td>A. Model how to write the authentic sentences already used orally.</td><td colspan="3">Write on a flip-chart (or the board) a series of connected sentences suggested by the students that creates a paragraph. The teacher writes them in an organized manner to create a beginning, middle and ending for the paragraph.

Read the paragraph aloud and then have several students read the paragraph aloud.

Point out to the students several important aspects for writing: agreements (eg. –ent) spellings of certain words (eg – soeur) and when necessary capital letters, exclamation marks, etc.

Question the students on how they will change the paragraph to adapt it to their own situation.</td><td>FLUENCY

_ _ _ _ _ _ _ _ _ _ _ _ _ _

ACCURACY

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _
FLUENCY AND ACCURACY</td></tr>
<tr><td>B. Have students write the modelled sentences adapting them to their own situation.</td><td>Have students write out their own paragraph similar to the model on the flip chart (or board) but adapted to their own situation.

Have students re-read their text to ensure that they have used correct spelling and punctuation.</td><td>ACCURACY AND FLUENCY (skill and knowledge)</td><td>C. Encourage students to make connections.

D. Encourage students to pay appropriate attention to accuracy.</td><td>Have students use complete sentences similar to the ones already used orally or that they are able to reproduce from what they have read.

Have students correct the spelling of words with which they are familiar (word wall) and agreements (such as subjects and verb, noun and adjective) that have been observed when reading or in previous writing activities.</td></tr>
<tr><td colspan="6">Post- Writing</td></tr>
<tr><td colspan="2">Re-use of structures and integration of skills.</td><td colspan="4">- Have students share their texts by reading them to others, or having them read by others.
- Discuss with the class several students' texts.

(Complete the circle : oral → reading → writing → reading → oral)</td></tr>
<tr><td colspan="2">Publication.</td><td colspan="4">When possible post the texts in an appropriate fashion, or publish them.</td></tr>
</table>

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Appendix B
Performance Criteria
Oral, Reading and Writing Proficiency

Appendix B1: Critères de performance à l'oral

NIVEAU	FONCTIONS	CONTENU (exemples)	EXACTITUDE
NOVICE	□ Limite sa production à la répétition de termes et de notions appris par cœur □ Recycle ce qu'il entend	□ Vocabulaire : maison, école, famille, vêtements, couleurs, nombres, météo □ Notions de temps : heures, dates, etc.	□ Bribes de phrases (memorisées) □ Communication télégraphique
DE BASE	□ Crée dans la langue (phrases) □ Participe à de brèves conversations □ Demande des directions □ Peut poser des questions simples	□ Biographie personnelle simple : études, emploi, famille □ Description d'une maison, d'un endroit □ Description de ses loisirs/passe-temps □ Vocabulaire pour obtenir/donner des renseignements simples-sujets connus	□ Erreurs de constructions simples et très répandues □ Difficultés de prononciation et de grammaire □ Message souvent incomplet □ Phrases simples □ Vocabulaire simple
INTERMÉDIAIRE	□ Participe pleinement à une conversation informelle □ Discute au niveau du concret □ Donne des directives, des instructions □ Se débrouille dans une situation un peu complexe (i.e. évaluateur donne de l`info. erronée que l`élève corrige) □ Utilise des paraphrases Peut décrire et narrer: au présent, au passé et au futur □ Exprime son opinion □ Fait des comparaisons □ Donne des directions	□ Biographie personnelle détaillée (études, intérêts, famille) □ Événements du passé □ Activités présentes □ Projets d'avenir □ Loisirs et activités socio-culturelles □ Sujets d'intérêt personnel : arts, sports, bénévolat, voyages… □ Actualités, événements mondiaux et nationaux, événements locaux □ Sujets d'intérêt général : rapport parent/ enfant, homme/femme, découvertes scientifiques, problèmes sociaux, système scolaire, etc.	□ Phrases liées en discours simple □ Contrôle émergent de la morphologie et de la plupart des structures syntaxiques □ Contrôle minimal de la grammaire □ Compris d'un locuteur francophone habitué aux allophones □ Communication efficace malgré l'inexactitude □ Profils d'erreurs habituelles (fossilisées) □ Vocabulaire usuel (quotidien)

AVANCÉ	□ Décrit en détails et avec précision □ Narre de façon précise □ Discute de façon abstraite et théorique (idées) □ Explique son point de vue et défend ses idées □ Discute de situations hypothétiques	□ Tous les sujets du niveau précédent avec détails et précision □ Les sujets abstraits et/ou théoriques, les procédures complexes reliées aux intérêts Les sujets qui demandent de défendre ses idées □ Les situations hypothétiques	□ Bonne maîtrise de la grammaire □ Erreurs n'empêchent jamais la compréhension et gênent rarement le locuteur francophone □ Erreurs sporadiques de constructions de base □ Inexactitudes fréquentes de constructions très complexes
SUPÉRIEUR	□ S'exprime presque toujours avec exactitude □ Peut adapter son niveau de langue à celui de son interlocuteur □ Peut conseiller, persuader, négocier □ Peut faire valoir un point de vue	□ Tous les sujets du niveau précédent avec détails, précision et exactitude □ Les situations complexes reliées aux études, aux intérêts □ Les sujets qui demandent de défendre ses idées avec conviction	□ Quasi-maîtrise de la grammaire □ Vocabulaire précis et nuancé □ Constructions complexes au besoin □ Erreurs occasionnelles sans profil

Appendix B2: Critères de performance en lecture

Reading Expectations

Throughout the Intensive French Program, the student becomes a « lecteur en transition » (reader in transition). The student must be able to read with understanding, correctly interpret connections between a sound and different pronunciations, discuss the main idea of recommended texts and make connections between texts that have been read. Throughout grade 6-10 students continue to work on becoming and attain more and more characteristics of a « lecteur en transition » (reader in transition) in their reading capabilities. Grade 11 and 12, the student is becoming a « lecteur à l'aise » (fluent reader) with the target level texts from the Post- Intensive French Guide

The following checklists may be used to assess reading levels.
Please note that due to New Brunswick's inclusion policy, students with different learning styles and abilities will result in a need for differentiation for the teacher.

READING EXPECTATIONS: Post-FI/FA I, II, III, IV and V

Checklist – Reading continuum related to knowledge and skills[1]

Reader in Transition (Lecteur en transition)
☐ Read new words while analyzing and verifying the context
☐ Self- correction
☐ Re-read to confirm predictions
☐ Use information sources (meaning, structure, visual) in an integrated manner for comprehension
☐ Use prior knowledge
☐ Be aware of / and use punctuation marks to read text in logical groups of words or segments
☐ Create and use connector words
☐ Read with expression while respecting conventions
☐ Pronounce correctly most words
☐ Discuss ideas of a text while demonstrating comprehension
☐ Effectively read a variety of texts
☐ Make connections between texts

[1] Extrait adapté de *Trousse d'appréciation de rendement en lecture: immersion française, quatrième à sixième année*, Conseil atlantique des ministres de l'Éducation et de la Formation, CAMEF, 2004, p. 79

ATTENTES EN LECTURE : Post-FI/FA I, II, III, IV, and V

Grille – Continuum de comportements liés aux connaissances et aux habiletés en lecture[2]

Lecteur en transition
☐ Lire de nouveaux mots en les analysant et en vérifiant s'ils s'insèrent dans le contexte
☐ S'autocorriger
☐ Relire pour confirmer ses prédictions
☐ Utiliser des sources d'information (sens, structure, visuel) de façon intégrée pour comprendre
☐ Se servir de ses connaissances antérieures
☐ Être conscient de la ponctuation et l'utiliser pour lire par groupements ou par segments logiques (lecture avec aisance)
☐ Faire les liaisons d'usage
☐ Lire avec expression en respectant les conventions
☐ Prononcer correctement les mots
☐ Discuter des idées d'un texte et démontrer ainsi sa compréhension
☐ Lire efficacement une variété de textes
☐ Créer des liens entre les textes

[2] Extrait adapté de *Trousse d'appréciation de rendement en lecture: immersion française, quatrième à sixième année*, Conseil atlantique des ministres de l'Éducation et de la Formation, CAMEF, 2004, p. 79

READING EXPECTATIONS: Post-FI/FA VI and VII

Checklist- – Reading continuum related to knowledge and skills[3]

Fluent Reader (Lecteur à l'aise)	
☐	Use multiple information sources in an integrated manner
☐	Read silently et understand the meaning
☐	Effectively analyze longer words
☐	Use a variety of strategies to analyze words without losing the meaning or enunciation
☐	Demonstrate through discussion, writing or other media that he/ she understands and interprets stories from different points of view and sympathizes with the characters.
☐	Use the structure of text (fiction or non- fiction) to predict possible sequence of events.
☐	Fluently read longer sections of text
☐	Remember characters and plot for multiple days

[3] Extrait adapté de *Trousse d'appréciation de rendement en lecture: immersion française, quatrième à sixième année*, Conseil atlantique des ministres de l'Éducation et de la Formation, CAMEF, 2004, p. 79

ATTENTES EN LECTURE : Post-FI/FA VI, and VII

Grille – Continuum de comportements liés aux connaissances et aux habiletés en lecture[4]

Lecteur à l'aise
☐ Utiliser de multiples sources d'information de façon intégrée
☐ Lire silencieusement et comprendre le sens
☐ Analyser efficacement des mots plus longs
☐ Utiliser une variété de stratégies d'analyse de mots sans perdre le sens ou la facilité d'élocution
☐ Démontrer par la discussion, par l'écriture ou par d'autres médias qu'il peut comprendre et interpréter les histoires selon différentes perspectives et sympathiser avec les personnages
☐ Utiliser la structure du texte (fictif ou non fictif) pour prédire une séquence d'évènements probables
☐ Lire de façon aisée de plus longs extraits
☐ Se souvenir des personnages et de l'intrigue pendant plusieurs jours.

[4] Extrait adapté de *Trousse d'appréciation de rendement en lecture: immersion française, quatrième à sixième année*, Conseil atlantique des ministres de l'Éducation et de la Formation, CAMEF, 2004, p. 79.

Appendix B3: Critères de performance à l'écrit

WRITING EXPECTATIONS: APPROPRIATE PERFORMANCE (Grade 9/10)

In Grades 9 and 10, students will have enough linguistic ability to meet their basic communication needs. (Goal by the end of Grade 10 is A2) See level A2 in Appendices for details.

FLUENCY Students who demonstrate **appropriate performance** in fluency in writing :	**ACCURACY** Students who demonstrate **appropriate performance** in accuracy in writing :
IDEAS ➢ Include a series of ideas/information or events related to a topic /subject ➢ Include a few supporting details that are relevant to the writer's intent	
ORGANIZATION ➢ Use transitional words to connect ideas. (e.g.: mais, ou, et, donc, car ni, or, etc.)	➢ Include an appropriate introduction. ➢ Include a suitable development where ideas, information or events are presented in a logical sequence within paragraphs. ➢ Include an appropriate conclusion. ➢ Use, when appropriate, a variety of ways to capture the reader's attention. (e.g.: appendices, graphs, design, diagrams, labels)
SENTENCES ➢ Include compound and/or complex sentences. ➢ Include some variety in sentence lengths and beginnings.	➢ Sentence structure is mostly French. ➢ Creates new sentences adapted to current topic with some degree of accuracy. ➢ Include a variety of different types of sentences (e.g. interrogative, negative, exclamatory, imperative)
WORD CHOICE ➢ Includes a variety of word choices to demonstrate a flow of ideas reflecting ➢ grade 9-10 themes ➢ Includes some interesting word choices and expressions beyond high frequency words.	➢ Demonstrate ability to use appropriate vocabulary effectively. (e.g. adjectives, adverbs, strong verb choices, precise nouns)
CONVENTIONS ➢ Can narrate, describe, and explain in present, past or future time using regular verbs (présent, imparfait, passé composé, futur simple, futur proche) although errors still occur.	➢ Use correct punctuation and capitalization. ➢ Demonstrate reasonable control of the concept of gender and number. ➢ Demonstrate reasonable control of subject-verb agreement.

	➢ Use subject pronouns and possessive adjectives with some accuracy. (e.g. Je le vois, c'est le mien, il lui parle…)
VOICE ➢ Demonstrate voice by using any of the following: e.g.: the writer's point of view (in an informative text), dialogue (in a narrative text) a clear neutral voice (in an informative text)...	

For appropriate performance, students must meet the criteria in every trait. It is possible to have a trait where one indicator is not evident.

WRITING EXPECTATIONS: APPROPRIATE PERFORMANCE (Grade 11/12)

In Grades 11 and 12, students will have enough linguistic ability go beyond their basic communication needs. (Goal by the end of Grade 12 is B 1.2) See level B1 in Appendices for details.

FLUENCY Students who demonstrate **appropriate performance** in fluency in writing :	**ACCURACY** Students who demonstrate **appropriate performance** in accuracy in writing :
IDEAS ➢ Include a series of ideas/information or events related to a topic /subject ➢ Include details that are relevant to the writer's intent	
ORGANIZATION ➢ Include more complex transitional words. (e.g.: cependant, pour cette raison, enfin, de plus, en guise de conclusion)	➢ Include a clear and concise introduction. ➢ Include a detailed and clear development where ideas, information or events are presented in a logical sequence within paragraphs. ➢ Include a clear and concise conclusion. ➢ Write a text in which the organization is adapted to the genre (e.g.: cover letter, article, memoir, email, blog...) ➢ Use, when appropriate, a variety of ways to capture the reader's attention. (e.g.: appendices, graphs, design, diagrams, labels)
SENTENCES ➢ Include both compound and complex sentences. ➢ Include a variety of sentence lengths and beginnings create a rich text.	➢ Sentence structure is evidently French based. ➢ Creates many new sentences adapted to current topic with some degree of accuracy. ➢ A variety of different types of sentences (e.g. interrogative, negative, exclamatory and imperative) are well employed.

WORD CHOICE ➢ Include a variety of word choices which reflect 11/12 themes or units of study to demonstrate a flow of ideas. ➢ Includes many sophisticated word choices beyond high frequency words.	➢ Demonstrate ability to use a rich vocabulary of new and learned words effectively. (e.g. adjectives, adverbs, strong verb choices, precise nouns)
CONVENTIONS ➢ Can narrate, describe, and explain in present, past or future time using regular verbs (présent, imparfait, passé composé, futur simple, futur proche) with control.	➢ Use correct punctuation and capitalization. ➢ Correctly spell the majority of words. ➢ Demonstrate reasonable control of the concept of gender and number. ➢ Demonstrate reasonable control of subject-verb agreement. ➢ Use subject pronouns and possessive adjectives with accuracy. (e.g. Je le vois, c'est le mien, il lui parle…)
VOICE ➢ Voice created is captivating to the reader by effectively using any of the following: e.g.: the writer's point of view (in an informative text), dialogue (in a narrative text), a clear neutral voice (in an informative text)...	

Appendix C
Teaching Strategies
Oral, Reading and Writing

Appendix C1: Enseignement de l'oral

Français post-intensif : ENSEIGNEMENT DE L'ORAL – 8 stratégies (ANL – approche neurolinguistique, de Germain et Netten)

STRATÉGIES CONSÉCUTIVES (en suivant cet ordre)

1. P modélise une ou des phrases authentiques, liées au thème et à son expérience

P donne à l'oral seulement le modèle de phrases liées au thème, à partir de ses expériences personnelles (éviter « C'est un/une… », qui n'est pas authentique).

2. P questionne quelques élèves qui adaptent la réponse à leur situation personnelle

Pour cela, les élèves utilisent le modèle qui vient d'être donné.

3. a) Quelques élèves questionnent d'autres élèves

Les réponses sont adaptées à leur situation personnelle.

b) Deux élèves modélisent (devant la classe) la tâche à venir

Cela se fait sous forme de « conversation » (questions et réponses). P s'assure que le modèle langagier est repris correctement (**la question et la réponse**).

4-I. Les élèves se questionnent mutuellement, en dyades (durée limitée)

5-I. P questionne quelques élèves sur les réponses de leurs partenaires

Cela se fait sous forme de conversation naturelle (spontanée), afin de rapporter ce que leur partenaire vient de leur dire.

Puis, P réagit (Qui d'autre a… ?) et questionne les élèves sur les réponses données.

SI NÉCESSAIRE : 4-II. Répétition de la stratégie 4-I, avec de nouvelles dyades

5-II. Répétition de la stratégie 5-I, au sujet des réponses des nouveaux partenaires

STRATÉGIES QUI SE SUPERPOSENT AUX PRÉCÉDENTES (en même temps)

6. P fait toujours produire des phrases complètes (pour l'aisance)

7. P corrige toujours les erreurs et fait utiliser la phrase corrigée (pour la précision)

8. À l'occasion, P questionne un élève sans qu'il s'y attende (pour stimuler l'écoute, pour avoir une conversation plus naturelle et pour faire réutiliser la langue).

NOTE 1: Lors de ces stratégies portant sur l'oral, **ne pas écrire** de mots ou de phrases au tableau mais, au besoin, recourir à des illustrations ou photos.
NOTE 2. À la suite de ces stratégies, P propose une activité-synthèse (voir le Guide interprovincial pour des suggestions).

Appendix C2: Les stratégies d'enseignement de la lecture (texte narratif / texte informatif)

Français post-intensif : ENSEIGNEMENT DE LA LECTURE – 7 stratégies : texte NARRATIF (ANL – approche neurolinguistique, de Germain et Netten)

STRATÉGIES CONSÉCUTIVES (en suivant cet ordre)

1. CONTEXTUALISATION
Pour développer la grammaire non consciente (interne)

- P mène une conversation avec les élèves pour faire ressortir le lien entre leur vécu et le thème de l'histoire
- P utilise quelques nouveaux mots ou structures du texte qui sont importants pour comprendre le sens global (oralement, sans le texte, dans la « conversation »)

2. PRÉDICTIONS
Pour apprendre à « deviner » les sens en lisant

- P montre la page couverture et quelques images ici et là
- P questionne les élèves en rapport avec les images pour faire penser aux évènements qu'on pourrait trouver dans l'histoire (éviter la question : Qu'est-ce que tu vois ?)

3. PREMIÈRE EXPLOITATION
Pour dégager le sens (compréhension générale)

- P lit l'histoire sans interruption alors que les élèves ont le texte sous les yeux
- P pose des questions pour vérifier la compréhension
- P relit l'histoire (modélise) et les élèves lisent à haute voix, en chœur, phrase par phrase
- P revient sur les prédictions et demande « pourquoi » elles sont correctes ou non
- P fait lire l'histoire par les élèves, en sous-groupes ou individuellement, selon les besoins

Si nécessaire, P propose une EXPLOITATION pour faire comprendre le rapport de son graphie

- P pose des questions pour une brève révision du texte
- En petits groupes, des élèves lisent successivement à haute voix des parties du texte
- P montre UN son et sa graphie
- Les élèves trouvent d'autres exemples dans le texte
- Les élèves relisent le texte en petits groupes

4. DEUXIÈME EXPLOITATION
Pour apprendre la grammaire consciente (externe)

- P pose des questions pour une brève révision de l'histoire
- Des élèves lisent l'histoire à haute voix, individuellement
- P fait observer UN phénomène langagier
- Les élèves trouvent d'autres exemples dans le texte

5. ACTIVITÉS-SYNTHÈSE (pour les sections d'un livre) et POSTLECTURE (à la fin de tout le livre).
Pour réutiliser/intégrer les structures et les mots nouveaux

- P discute pour prolonger le texte : changer la fin, continuer l'histoire, lire comme une pièce de théâtre, etc.
- Les élèves font l'activité

STRATÉGIES QUI SE SUPERPOSENT AUX PRÉCÉDENTES (en même temps)

6. AISANCE
Pour établir des liens entre les éléments d'une phrase pour bien comprendre le sens global

- P et les élèves lisent d'une façon naturelle

7. PRÉCISION
Pour établir les liens corrects entre les sons et leurs graphies

- P corrige les erreurs de prononciation immédiatement et faire relire par l'élève

Appendix C3: Les stratégies d'enseignement de l'écrit

Post-FI I: ENSEIGNEMENT DE L'ÉCRITURE (texte personnel)
(ANL – Approche neurolinguistique, de Germain et Netten)

STRATÉGIES CONSÉCUTIVES (en suivant cet ordre)

1. CONTEXTUALISATION
Pour développer la grammaire non consciente (interne) et pour inciter les élèves à écrire *directement* en français, sans traduire

- P questionne les élèves pour leur faire utiliser sous forme de conversation authentique les pricipales structures et mots de vocabulaire qu'ils vont utiliser à l'écrit.

2. MODÉLISATION (*à adapter selon le type de texte*)
Pour modéliser commen écrire des phrases authentiques déjà utilisées à l'oral

- P donne le sujet/thème sur lequel on va écrire et met un titre au tableau
- P demande aux élèves de lui fournir des suggestions sur ce qu'il devrait écrire sur ce sujet
- P écrit au tableau, en phrases complètes et correctes, les suggestions des élèves
- P lit le texte écrite et demande aux élèves si c'est bien organisé et voit si le titre est approprié
- P fait les modifications qui s'imposent
- P et les élèves lisent le texte ensemble

3. OBSERVATION GRAMMATICALE
Pour apprendre la grammaire consciente externe

- P fait ressortir l'orthographe de certains mots qui posent des difficultés
- P fait ressortir quelques points grammaticaux déjà observés en lecture (2e exploitation)

4. ADAPTATION
Pour vérifier si la tâche est bien comprise

- P questionne *quelques élèves* en vue de leurs adaptions personnelles

5. ÉCRITURE
Pour faire écrire des paragraphes en faisant réutiliser les phrases déjà utilisées à l'oral

- Les élèves décrivent seuls leur texte pendant que P circule pour les aider :
  - ✓ Rappeler aux élèves de produire des phrases basées sur ce qu'ils peuvent déjà utiliser à l'oral ou sur ce qu'ils ont déjà lu
  - ✓ Inciter les élèves à écrire *directement* en français, sans traduire, et correctement
  - ✓ Au besoin, faire observer l'orthographe de certains mots

6. Rappeler et corriger les phénomènes grammaticaux déjà observés en lecture POST-ÉCRITURE
Pour une écriture authentique et pour faire réutiliser les structures

RÉUTILISATION :

- Partager les textes et les faire lire
- Discuter des textes lus

DIFFUSION :

- À l'occasion, faire afficher ou « publier » les textes
- Échanger des textes aved d'autres classes

STRATÉGIES QUI SE SUPERPOSENT AUX PRÉCÉDENTES (en même temps)

7. AISANCE : Pour inciter l'élève à écrire directement en français, sans traduire

- P encourage les élèves à écrire ce qu'ils peuvent déjà dire

8. PRÉCISION : Pour inciter l'élève à écrire correctement

- P corrige les erreurs de structures dans la discussion orale avant d'écrire

Écriture : Fiche de planification (Post-FI/FA)

LA PRE-ECRITURE	
Pré-écriture (à l'oral)	Thème de la discussion : Questions à poser pour faire le lien avec le vécu des élèves et remettre les élèves en contexte d'après la conversation avec la fonction de communication :
L'ÉCRITURE	
Par le prof Intention langagière/d'écriture	Faire ressortir les idées par les élèves, en tenant compte des aspects de l'écriture Titre : Rédiger le/les paragraphe(s) au tableau Inclure phénomène langagier dans le texte du prof (par exemple, l'accord du verbe avec le sujet, le pluriel de certains noms ou adjectifs, dimensions de textes, les homophones, voir normes de performances en écriture) :
Prof lit le texte	• Questions à poser pour réviser le contenu du texte • Modifications, révisions (Editing) du texte • Forme langagière à faire observer • Élèves lisent le texte (sous-groupes, individuellement…3, 4 fois)
A L'ORAL : FAIRE DISCUTER LES ELEVES DE LEURS IDEES POUR LE TEXTE	
Par les élèves	Les élèves écrivent leur texte.

LA POST-ÉCRITURE	
Activité	Suggestion d'une activité, orale ou écrite, afin d'élargir l'écriture, d'ouvrir sur autre chose :

Préparé par Debbie Richard ASD-E Moncton, NB et Fiona Cogswell EECD du NB – et révisé par C. Germain et J. Netten, sept. 2012

TEXTE NARRATIF – ORGANISATION (post-FI/FA)
(Exemple)

Le Debut

Où se passe l'histoire? _____

_____

Quand? _____

_____

Qui sont les personnages? _____

_____

Les évènements

Qu'est-ce qui arrive? _____

_____

D'abord? _____

_____

Puis? _____

_____

Ensuite? _____

_____

Autres? _____

_____

La conclusion

Comment finit l'histoire? _____

_____

FICHE DE PLANIFICATION – TEXTE ARGUMENTATIF (Post-FI/FA)

Texte Argumentatif

Introduction / Situation de débat au départ

Arguments pour (n'oublie pas de considérer la force de tes arguments)

Arguments contre (n'oublie pas de considérer la force de tes arguments)

Conclusion

Appendix D
Examples of Reading Plans

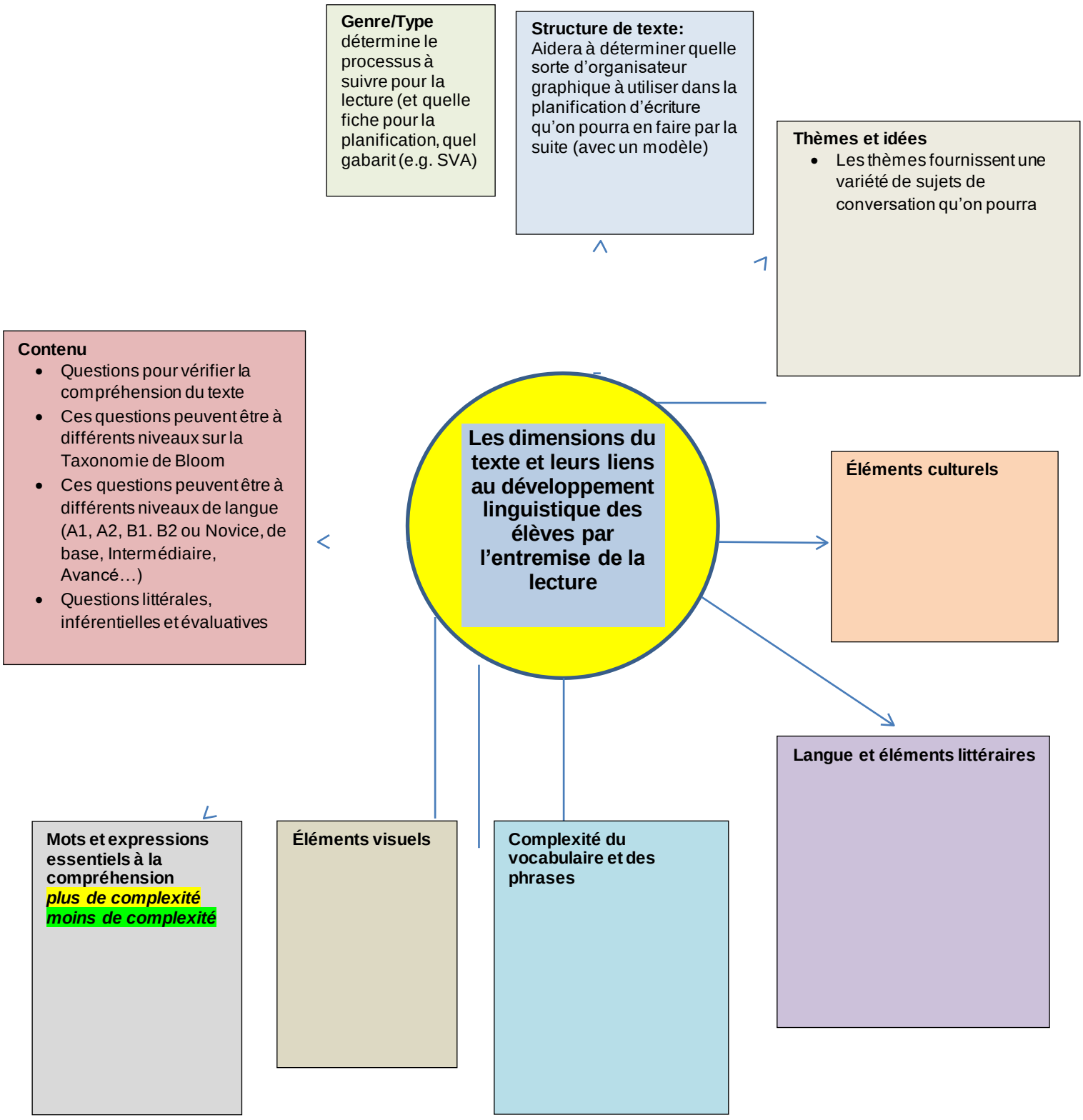
LECTURE : FICHE DE PLANIFICATION D'UN TEXTE INFORMATIF

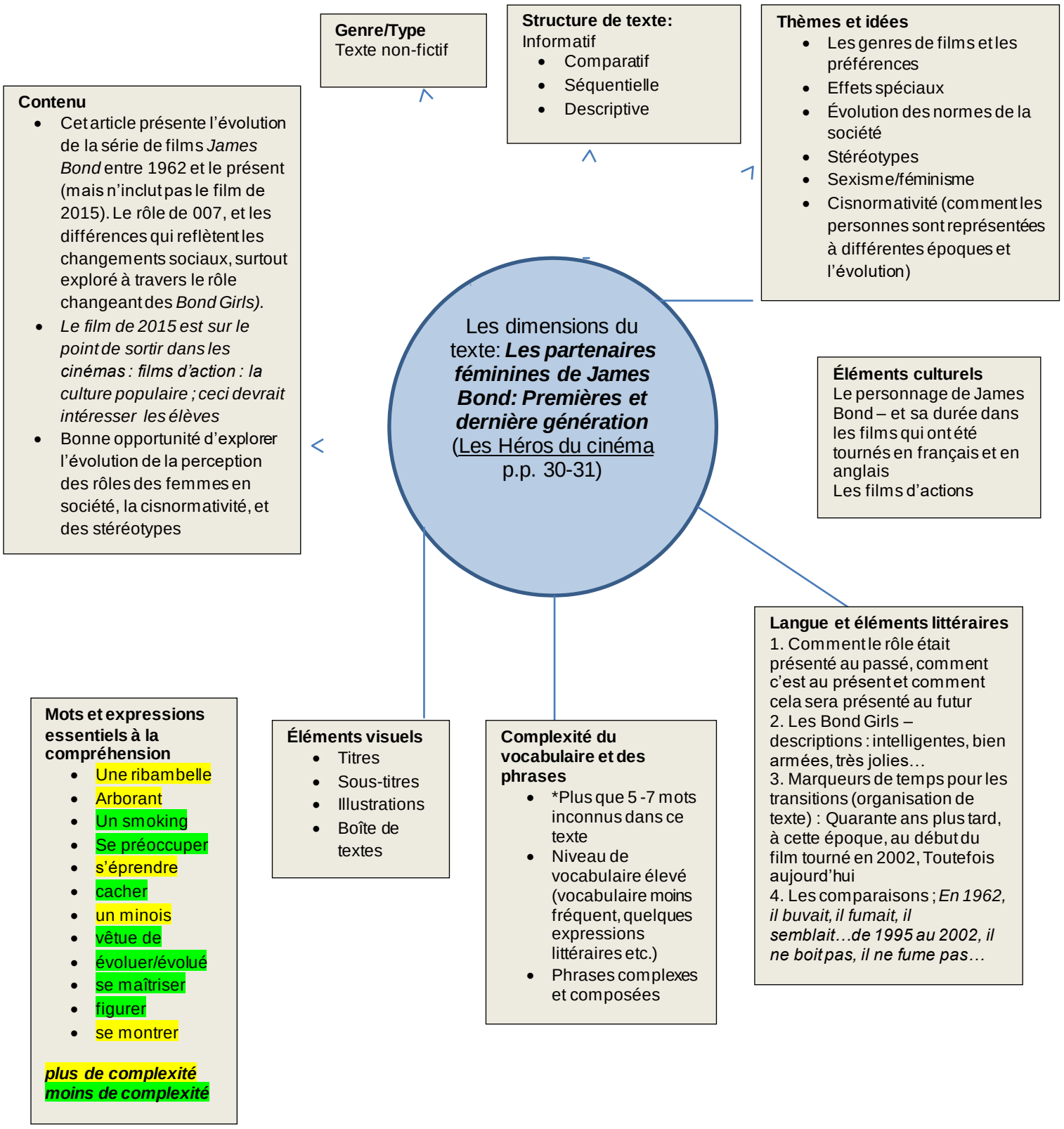
Fiche de planification du livre intitulé : _____

PRÉ- LECTURE	
1 - CONTEXTUALISATION	
Thème de la discussion : Questions à poser pour faire le lien avec le vécu des élèves : Mots nouveaux *essentiels* à faire ressortir :	
2 – PRÉDICTIONS (technique S – V – A)	
Questions à poser aux élèves a) pour leur faire dire ce qu'ils savent déjà sur le thème abordé b) pour leur demander ce qu'ils veulent savoir sur le thème abordé	

LECTURE	
3 - PREMIÈRE EXPLOITATION (compréhension générale)	
Questions de compréhension (sens global) – en s'inspirant de la taxonomie de Bloom :	
***SI NÉCESSAIRE* : rapport son-graphie**	
Questions à poser pour réviser le contenu du texte :	
Intention de lecture : Relation son-graphie	Faire comprendre le nouveau système son-graphie : choix du son et de ses graphies :
4 – DEUXIÈME EXPLOITATION : observation grammaticale	
Phénomène langagier à faire observer (par exemple, l'accord du verbe avec le sujet, le pluriel de certains noms ou adjectifs, etc.) : Exemples du texte à faire ressortir :	

5 – ACTIVITÉS-SYNTHÈSES (pour les sections d'un livre)	
Activité-synthèse sur la section lue du livre	Suggestions d'activités-synthèse
POSTLECTURE (à la fin de tout le livre)	
Questions essentielles à poser aux élèves pour identifier les choses que les élèves ont apprises Discussion avec les élèves pour leur faire dire ce qu'ils ont appris. Questions à poser pour permettre aux élèves a) d'identifier les parties du texte qui les ont aidés à répondre b) donner les raisons permettant de justifier leurs réactions. Suggestions de recherches en vue de répondre aux questions auxquelles la lecture n'a pas permis de répondre :	


Genre/Type
détermine le processus à suivre pour la lecture (et quelle fiche pour la planification, quel gabarit (e.g. SVA)
Structure de texte:
Aidera à déterminer quelle sorte d'organisateur graphique à utiliser dans la planification d'écriture qu'on pourra en faire par la suite (avec un modèle)
Thèmes et idées
Les thèmes fournissent une variété de sujets de conversation qu'on pourra
Contenu
Questions pour vérifier la compréhension du texte
Ces questions peuvent être à différents niveaux sur la Taxonomie de Bloom
Ces questions peuvent être à différents niveaux de langue (A1, A2, B1. B2 ou Novice, de base, Intermédiaire, Avancé…)
Questions littérales, inférentielles et évaluatives
Les dimensions du texte et leurs liens au développement linguistique des élèves par l'entremise de la lecture
Éléments culturels
Langue et éléments littéraires
Mots et expressions essentiels à la compréhension
plus de complexité
moins de complexité
Éléments visuels
Complexité du vocabulaire et des phrases


Genre/Type
Texte non-fictif
Structure de texte:
Informatif
Comparatif
Séquentielle
Descriptive
Thèmes et idées
Les genres de films et les préférences
Effets spéciaux
Évolution des normes de la société
Stéréotypes
Sexisme/féminisme
Cisnormativité (comment les personnes sont représentées à différentes époques et l'évolution)
Contenu
Cet article présente l'évolution de la série de films James Bond entre 1962 et le présent (mais n'inclut pas le film de 2015). Le rôle de 007, et les différences qui reflètent les changements sociaux, surtout exploré à travers le rôle changeant des Bond Girls).
Le film de 2015 est sur le point de sortir dans les cinémas : films d'action : la culture populaire ; ceci devrait intéresser les élèves
Bonne opportunité d'explorer l'évolution de la perception des rôles des femmes en société, la cisnormativité, et des stéréotypes
Les dimensions du texte: Les partenaires féminines de James Bond: Premières et dernière génération (Les Héros du cinéma p.p. 30-31)
Éléments culturels
Le personnage de James Bond – et sa durée dans les films qui ont été tournés en français et en anglais
Les films d'actions
Langue et éléments littéraires
1. Comment le rôle était présenté au passé, comment c'est au présent et comment cela sera présenté au futur
2. Les Bond Girls – descriptions : intelligentes, bien armées, très jolies…
3. Marqueurs de temps pour les transitions (organisation de texte) : Quarante ans plus tard, à cette époque, au début du film tourné en 2002, Toutefois aujourd'hui
4. Les comparaisons ; En 1962, il buvait, il fumait, il semblait…de 1995 au 2002, il ne boit pas, il ne fume pas…
Complexité du vocabulaire et des phrases
*Plus que 5 -7 mots inconnus dans ce texte
Niveau de vocabulaire élevé (vocabulaire moins fréquent, quelques expressions littéraires etc.)
Phrases complexes et composées
Éléments visuels
Titres
Sous-titres
Illustrations
Boîte de textes
Mots et expressions essentiels à la compréhension
Une ribambelle
Arborant
Un smoking
Se préoccuper
s'éprendre
cacher
un minois
vêtue de
évoluer/évolué
se maîtriser
figurer
se montrer
plus de complexité
moins de complexité

Appendix E
Unit Checklists

Appendix E: Unit Checklists

Grade 9
CHECKLIST OF « FONCTIONS COMMUNICATION » POUR UNITÉ 1 : LA MUSIQUE

Étudiant	Exprimer ses preferences musicales.	Définir les messages de ta chanson préférée.	Parler des instruments dont on joue ou dont on aimerait jouer.	Faire le lien entre la musique jouée dans les médias et les émotions qu' on éprouve.			Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 9
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 2 : LE PETIT ÉCRAN

Étudiant	Indiquer ses genres d' émissions préférées.	Discuter des différences entre la réalité et l' illusion de la réalité à la télévision.	Expliquer comment la télévision influence diverse aspects de la vie des ados.	Porter un jugement sur divers aspects de la télévision.			Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 9
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 3 : LA RESPONSABILITÉ SOCIALE

Étudiant	Rapporter des situations que dérangent les autres.	Expliquer les cas d' injustice et donner des raisons pour lesquelles une situation est injuste.	Discuter des qualités morales.	Expliquer une bonne action et réfléchir sur leurs responsabilités sociales envers les autres.			Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 10
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 1 : LE GRAND ÉCRAN

Étudiant	Exposer ses préférences cinématographiques.	Expliquer son point de vue sur les effets spéciaux dans les films.	Analyser l' efficacité de différents effets spéciaux.	Exprimer ses préférences cinmématographiques et les valeurs transmises. .	Porter un jugement de valeur sur la commercialisation (interne et externe) dans les films.	Exprimer son avis sur la commercialisation dans les films.	Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 10
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 2 : L'IMPACT DES TIC DANS LA VIE

Étudiant	Donner son opinion sur l' utilisation des TIC.	Faire des constatations à partir de l' observation d' un graphique.	Expliciter les conséquences d' une activité.	Informer et faire réfléchir.			Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 10
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 3 : LES RELATIONS PERSONNELLES CHEZ LES ADOS

Étudiant	Exposer des situations amicales.	Exprimer les qualités morales d' un ami.	Expliquer les caractéristiques de l' amitié.	Rapporter des situations qui ont permis de prendre des décisions parfois bonnes, parfois moins bonnes.	Dégager les caractéristiques des situations dans lesquelles on est parfois à l' aise, parfois mal à l' aise.		Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 11
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 1 : C'EST INJUSTE

Étudiant	Rapporter des cas d' injustice sociale en expliquant pourquoi de telles situations sont injustes..	Proposer une solution à un cas d' injustice	Considérer le pour et le contre d' un règlement ou d' une loi	Débattre des lois ou des règlements que certains ados trouvent injustes	Réagir à une situation d' injustice grave	Présenter de façon rationnelle un cas d' injustice grave	Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 11
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 2 : LE POUVOIR DE LA PHOTO

Étudiant	Discuter du genre de photos qu' on aime prendre.	Expliquer pourquoi on prend des photos. / Dire ce qu' on fair de ses photos.	Donner son opinion sur une photo.	Exprimer les émotions que suscite une photo et dire pourquoi.	Donner son opinion sur le pouvoir d' une photo.	Discuter de l' impact social de certaines photos marquantes de l' histoire.	Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.

Grade 11
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 3 : C'EST UN MYSTÈRE

Étudiant	Discuter d'émissions policières populaires et exprimer ses préférences.	Identifier les éléments importants d'une émission policière.	Formuler des hypothèses pour résoudre une énigme.	S'exprimer correctement en jouant un jeu de société.	Expliquer l'intrigue d'un mystère en évaluant la crédibilité des suspects et	Créer le scénario d'une énigme.	Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 12
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 1 : MOI, DANS DIX ANS

Étudiant	Faire l' inventaire de ses intérêts, de ses aptitudes et attitudes.	Trouver et donner des renseignements sur un métier.	Rédiger un CV et une lettre de motivation.	Faire un graphique de la réputation du temps entre des passetemps et des obligations.	Expliquer pourquoi on aimerait ressembler à une personne célèbre etc.	Préciser comment on se voit dans dix ans.	Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 12
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 2 : LES DÉFIS ÉCOLOGIQUES

Étudiant	Explorer et faire l' analyse de son empreinte écologique	Discuter et évaluer l' impact des défis écologiques	Identifier des solutions possibles et justifier ton opinion	Faire un sondage afin d' explorer l' empreinte écologique de sa	Dans un communiqué, cerner et proposer des objectifs visant à réduire l' empreinte	Lancer une campagne de sensibilisation	Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 12
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 3 : SEMBLABIES, MAIS DIFFÉRENTS

Étudiant	Faire le lien entre une activité et la culture qu' elle représente.	Expliquer pourquoi on aimerait visiter tel pays.	Exposer une différence culture entre deux régions/pays.	Présenter des différences culturelles qui existent dans un autre pays.			Total	Les commentaires

1. Cannot communicate, uses words rather than sentences, and requires constant prompting.
2. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
3. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
4. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
5. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Grade 12
CHECKLIST OF « FONCTIONS DE COMMUNICATION » POUR UNITÉ 4 : MA CARRIÈRE : RÊVE OU RÉALITÉ

Étudiant	Discuter de ses projets pour un emploi ou une carrière	Discuter les défis et solutions pour l' atteinte d' une carrière	Expliquer et interpréter les infos d' un tableau de statistiques				Total	Les commentaires

6. Cannot communicate, uses words rather than sentences, and requires constant prompting.
7. Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
8. Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting
9. Communicates well, makes many personalized modifications, learned structures are correct, some mistakes with new information, speaks with spontaneity, needs little to no support.
10. Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.

Appendix F and Appendix G
Reading Acquisition

Appendix F: *ATTENTES EN LECTURE : POST-FI/FA I, II, III, IV, V* GRILLE – CONTINUUM DE COMPORTEMENTS LIÉS AUX CONNAISSANCES ET AUX HABILETÉS EN LECTURE[5]

Lecteur en transition
☐ Lire de nouveaux mots en les analysant et en vérifiant s'ils s'insèrent dans le contexte
☐ S'autocorriger
☐ Relire pour confirmer ses prédictions
☐ Utiliser des sources d'information (sens, structure, visuel) de façon intégrée pour comprendre
☐ Se servir de ses connaissances antérieures
☐ Être conscient de la ponctuation et l'utiliser pour lire par groupements ou par segments logiques (lecture avec aisance)
☐ Faire les liaisons d'usage
☐ Lire avec expression en respectant les conventions
☐ Prononcer correctement les mots
☐ Discuter des idées d'un texte et démontrer ainsi sa compréhension
☐ Lire efficacement une variété de textes
☐ Créer des liens entre les textes

[5] Extrait adapté de *Trousse d'appréciation de rendement en lecture: immersion française, quatrième à sixième année*, Conseil atlantique des ministres de l'Éducation et de la Formation, CAMEF, 2004, p. 79

Appendix G: *ATTENTES EN LECTURE : POST-FI/FA V, VI, VII* GRILLE – CONTINUUM DE COMPORTEMENTS LIÉS AUX CONNAISSANCES ET AUX HABILETÉS EN LECTURE[6]

	Lecteur à l'aise
☐	Utiliser de multiples sources d'information de façon intégrée
☐	Lire silencieusement et comprendre le sens
☐	Analyser efficacement des mots plus longs
☐	Utiliser une variété de stratégies d'analyse de mots sans perdre le sens ou la facilité d'élocution
☐	Démontrer par la discussion, par l'écriture ou par d'autres médias qu'il peut comprendre et interpréter les histoires selon différentes perspectives et sympathiser avec les personnages
☐	Utiliser la structure du texte (fictif ou non fictif) pour prédire une séquence d'évènements probables
☐	Lire de façon aisée de plus longs extraits
☐	Se souvenir des personnages et de l'intrigue pendant plusieurs jours.

[6] Extrait adapté de *Trousse d'appréciation de rendement en lecture: immersion française, quatrième à sixième année*, Conseil atlantique des ministres de l'Éducation et de la Formation, CAMEF, 2004, p. 79.

Appendix H
Blank Templates

Appendix H1: Fiche de planification

Planification de leçons – Post-français intensif – Niveau secondaire

Unité : **Composantes de cette leçon** : ❑ Oral et lecture ❑ Oral et écriture ❑ _____	Date : Période : ★ À ne pas oublier : 🗁 Devoirs :

❶ Réchauffement oral :

Mené par :

Intention pédagogique :

❷Composante orale (une des quatre) :

❑ Fonction de communication :

❑ Pré-lecture (contextualisation et anticipation) :

❑ Pré-écriture :

❑ Activité orale de post-lecture

❸ Lecture – Texte : _____
Intention : _____
ou Activité de post-lecture : _____

ou
❸Écriture - Intention : _____
ou Activité de post-écriture : _____
Représentation graphique : _____
Type d'écriture : _____
Genre de texte : _____

❹Composante d'évaluation associée à la leçon (formative/sommative/portfolio…)

🗁**Devoirs/à faire/à ne pas oublier**

Appendix H2: Fiche De Planification: Texte Narratif

LECTURE – FICHE DE PLANIFICATION : Texte NARRATIF (Post-FI)

Fiche de planification du livre intitulé : _____

PRÉLECTURE	
1. CONTEXTUALISATION	
Discussion orale (sans le livre)	Thème de la discussion : Questions à poser pour faire le lien avec le vécu des élèves : Mots nouveaux *essentiels* à faire ressortir :
2. PRÉDICTIONS	
Avec le livre	Questions de prédictions :

LECTURE	
3 – PREMIÈRE EXPLOITATION	
Intention de lecture : Compréhension globale	Questions de compréhension (sens global) – en s'inspirant de la taxonomie de Bloom :
SI NÉCESSAIRE : EXPLOITATION DU RAPPORT SON - GRAPHIE	
Brève récapitulation	Questions à poser pour réviser le contenu du texte :
Intention de lecture : Relation son-graphie	Faire comprendre le nouveau système son-graphie : choix du son et de ses graphies
4 – DEUXIÈME EXPLOITATION	
Brève récapitulation	Questions à poser pour réviser le contenu du texte :

Intention de lecture : Phénomène linguistique ou grammatical propre à l'écrit	Phénomène langagier à faire observer (ex. : l'accord du verbe avec le sujet, le pluriel de certains noms ou adjectifs, les homophones, les mots de la même famille, etc.) :
5 – ACTIVITÉS-SYNTHÈSE (pour les sections d'un livre)	
Activité-synthèse sur la section lue du livre	Suggestions d'activités-synthèse :
POSTLECTURE (à la fin de tout le livre)	
Activité Prolongement du livre	Suggestion d'une activité, orale ou écrite, afin d'élargir la lecture, d'ouvrir sur autre chose :

Appendix H3 : Fiche De Planification : Texte Informatif

LECTURE : FICHE DE PLANIFICATION D'UN TEXTE INFORMATIF

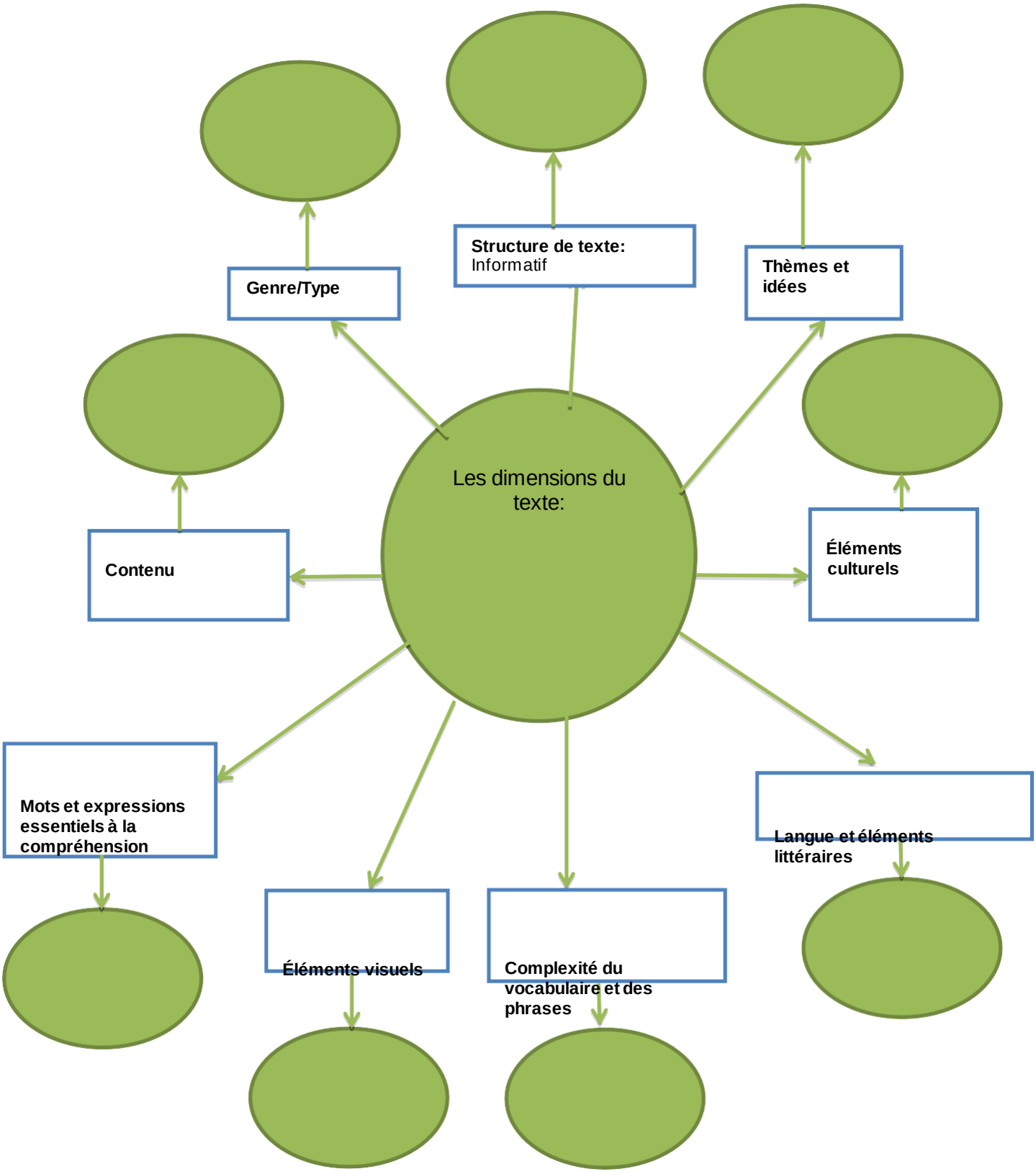
Fiche de planification du livre intitulé : _____

PRÉ- LECTURE	
1 - CONTEXTUALISATION	
Thème de la discussion : Questions à poser pour faire le lien avec le vécu des élèves : Mots nouveaux *essentiels* à faire ressortir :	
2 – PRÉDICTIONS (technique S – V – A)	
Questions à poser aux élèves a) pour leur faire dire ce qu'ils savent déjà sur le thème abordé b) pour leur demander ce qu'ils veulent savoir sur le thème abordé	

LECTURE	
3 - PREMIÈRE EXPLOITATION (compréhension générale)	
Questions de compréhension (sens global) – en s'inspirant de la taxonomie de Bloom :	
***SI NÉCESSAIRE* : exploitation du rapport son-graphie**	
Questions à poser pour réviser le contenu du texte :	
Intention de lecture : Relation son-graphie	Faire comprendre le nouveau système son-graphie : choix du son et de ses graphies :
4 – DEUXIÈME EXPLOITATION : observation grammaticale	
Phénomène langagier à faire observer (par exemple, l'accord du verbe avec le sujet, le pluriel de certains noms ou adjectifs, etc.) : Exemples du texte à faire ressortir :	

5 – ACTIVITÉS-SYNTHÈSE (pour les sections d'un livre)	
Activité-synthèse sur la section lue du livre	Suggestions d'activités-synthèse
POSTLECTURE (à la fin de tout le livre)	
Questions essentielles à poser aux élèves pour identifier les choses que les élèves ont apprises Discussion avec les élèves pour leur faire dire ce qu'ils ont appris. Questions à poser pour permettre aux élèves a) d'identifier les parties du texte qui les ont aidés à répondre b) donner les raisons permettant de justifier leurs réactions. Suggestions de recherches en vue de répondre aux questions auxquelles la lecture n'a pas permis de répondre :	

Appendix H4: Blank Reading Template



Appendix H5: Blank *Justification for Writing*

Titre :	Litho :
Année :	Genre :

	S	**A**	**É**	Commentaires :
Contenu				
Organisation				
Structure de phrase				
Choix de mots				
Conventions				
Voix				
Niveau				
Recommandations :				

S = Sous la norme **A** = Approprié **É** = Élevé

Appendix H6: Blank *Writing Template*

Écriture : Fiche de planification (Post-FI/FA)

LA PRÉ-ÉCRITURE	
Pré-écriture (à l'oral)	Thème de la discussion : Questions à poser pour faire le lien avec le vécu des élèves et remettre les élèves en contexte d'après la conversation avec la fonction de communication :
L'ÉCRITURE	
Par le prof Intention langagière/d'écriture	Faire ressortir les idées par les élèves, en tenons compte des aspects de l'écriture Titre : Rédiger le/les paragraphe(s) au tableau Inclure un phénomène langagier dans le texte du prof (par exemple, l'accord du verbe avec le sujet, le pluriel de certains noms ou adjectifs, dimensions de textes, les homophones, voir normes de performances en écriture)
Prof lit le texte	• Questions à poser pour réviser le contenu du texte • Modifications, révisions (editing) du texte • Forme langagière à faire observer • Élèves lisent le texte (sous-groupes, individuellement…3, 4 fois)

A L'ORAL : FAIRE DISCUTER LES ÉLÈVES DE LEURS IDÉES POUR LE TEXTE	
Par les élèves	Les élèves écrivent leur texte.
LA POST-ÉCRITURE	
Activité	Suggestion d'une activité, orale ou écrite, afin d'élargir l'écriture, d'ouvrir sur autre chose :

Appendix I
Exemplars of Planning Templates

Appendix I1: Exemple de fiche de planification

Les étapes de lecture

Quelques considérations pour l'enseignant-e :

- ★ Pourquoi choisir ce livre?
- ★ Les livres suggérés dans l'unité sont des suggestions seulement
- ★ Faire l'inventaire des livres pour cette unité
- ★ Vérifier le niveau de complexité des livres disponibles
- ★ Examiner le contenu langagier (vocabulaire, structures de phrases, temps de verbes, les sons) pour préparer la fiche de planification de lecture (contextualisation et l'anticipation de la pré-lecture ainsi que les exploitations des formes langagières à suivre).
- ★ Il est à noter qu'à ce point, la majorité des élèves ne sont pas des lecteurs indépendants. Choisir des livres appropriés au niveau des élèves et les adapter selon leurs besoins. Pour certains élèves ayant des niveaux de lecture plus élevés, il faut les guider à choisir des textes de lecture appropriés à leur niveau.

EXEMPLE

LECTURE – FICHE DE PLANIFICATION : Texte INFORMATIF **(Post-FI/FA)**

Fiche de planification du livre intitulé : **Internet et ses secrets (p. 24, 25)**

1ère exploitation

LA PRÉ-LECTURE	
Contextualisation (sans le livre) *Ordinateur portable *sites Internet (songza.com, Simpsons.ca) *cliquez sur les bannières appropriées * Ipod nano	Thème de la discussion : L'impact des TIC dans la vie quotidienne Questions à poser pour faire le lien avec le vécu des élèves : J'ai gagné un iPod nano à un concours à la radio. Est-ce que tu as déjà gagné quelque chose? Les bannières publicitaires nous influencent de vouloir cliquer sur le message… est-ce qu'il y a des bannières publicitaires qui t'intéressent? Est-ce que tu peux venir cliquer sur le message qui t'influence le plus?... Mots nouveaux *essentiels* à faire ressortir : une bannière publicitaire, un ordinateur portable, attirer ton attention, télécharger de la musique
Anticipation : S – V - A (avec le livre) Affiche du SVA	Pas de planification. En classe, il s'agira de questionner les élèves pour leur faire dire ce qu'ils savent déjà sur le thème abordé et ce qu'ils aimeraient savoir. Qu'est-ce que vous savez de « Internet »? Qu'est-ce que vous voulez savoir? Moi, j'aimerais savoir, qui a inventé « l'Internet »?
LA LECTURE	

Intention de lecture : Compréhension globale et retour sur ce que nous avons appris	1. Type de lecture : Lecture #1 est faite par P ou par des élèves forts 2. Questions de compréhension (sens global) – en s'inspirant de la taxonomie de Bloom Est-ce que ce serait super de gagner un ordinateur portable? Pourquoi? Pourquoi y-a-t'il des bannières publicitaires sur les sites? Que veulent les créateurs des sites? Comment les sites attirent-ils ton attention? 3. Lecture du texte par les élèves (en choeur, en petits-groupes, individuellement). 4. Il s'agira de faire un retour sur le tableau SVA afin de noter ce que les élèves ont appris 5. Activité-synthèse/clôture : Quels sont les sites que vous aimez visiter le plus souvent?

2e exploitation

LA PRÉ-LECTURE	
Brève récapitulation (avec le livre)	Questions à poser pour réviser le contenu du texte : Pourquoi y-a-t'il des bannières publicitaires sur les sites Internet? Comment les bannières publicitaires attirent-elles ton attention? Est-ce que nous devrions cliquez sur les bannières publicitaires? Pourquoi? Prof ou élève fort relit texte.
LA LECTURE	
Intention de lecture : Option # 1 : Tu …..s	Point particulier à exploiter : Accent sur la forme langagière ou synonymes, familles de mots, (voir normes de performances en écriture) As-tu p. 24 tu iras p. 25 Tu cliques p. 24 tu restes p. 25 Quelques élèves relisent le texte.
Option # 2 : différentes formes d'exprimer ou imposer un ordre	Cliquez ici pour réclamer votre prix! Cliquez….

	Quelques élèves relisent le texte.
Option # 3: verbe + à	servent à p. 24 servent à p.25 t'incite à p. 24 Quelques élèves relisent le texte
Option # 4 : verbes à l'infinitif	Recevoir p. 24 consulter p.25 Gagner p. 24 attirer p.25 Attirer p.24 Cliquer p.24 T'influencer p.24 Réclamer p.24 Quelques élèves relisent le texte
Option # 5 : 3e pers. du pluriel	Les bannières publicitaires *sont*….*servent à*… p. 24 Voilà ce que *veulent* les créateurs de sites. p. 24 , ils *seront* incapables…… p. 24 Les sites Internet *sont* …… p. 25 Les pages *sont* donc remplies….. p. 25 Ces éléments *servent à*……. p. 25 Quelques élèves relisent le texte
LA POST-LECTURE	
Retour sur le tableau SVA	En classe, il s'agira de faire un dernier retour sur le tableau SVA, afin d'identifier les choses que les élèves voulaient savoir mais auxquelles la lecture du texte n'a pas permis de répondre. Suggestion : activité (de recherche), qui permettrait, de répondre aux questions du « A »

Appendix I2: Écriture : Fiche de Planification

Écriture : Fiche de planification (Post-FI/FA)

LA PRÉ-ÉCRITURE	
Pré-écriture (à l'oral) Conversation authentique avec les élèves	Thème de la discussion : Les TICs Questions à poser pour faire le lien avec le vécu des élèves et remettre les élèves en contexte d'après la conversation avec la fonction de communication : Rappel sur l'utilisation des TICs, mon téléphone cellulaire, mon iPod Nano, mon ordinateur, les jeux électroniques. Combien de temps que j'y consacre, pourquoi elles sont utiles pour moi… Conversation de leur téléphone, PSPmd,…. Le temps qu'ils y consacrent… Rappel des verbes pronominaux : Je me lève, je me brosse les dents, les cheveux….je me fais un thé… Le pourquoi! L'utilité des TICs, le pour et le contre
L'ÉCRITURE	
Par le prof Intention langagière/d'écriture	Faire ressortir les idées par les élèves, en tenant compte des aspects de l'écriture Titre : Les TICs dans ma vie! Rédiger le/les paragraphe(s) au tableau Inclure un phénomène langagier dans le texte du prof (par exemple, l'accord du verbe avec le sujet, le pluriel de certains noms ou adjectifs, dimensions de textes, les homophones, voir normes de performances en écriture) : Les verbes pronominaux, « Le matin quand je me lève, je fais ma toilette…je me brosse les dents, je me peigne les cheveux, je fais des exercices de réchauffement et je me fais un bon thé au citron, miel et gingembre……

Prof lit le texte	• Questions à poser pour réviser le contenu du texte • Modifications, révisions (editing) du texte • Forme langagière à faire observer : verbes pronominaux • Élèves lisent le texte (sous-groupes, individuellement…3, 4 fois)
A L'ORAL : FAIRE DISCUTER LES ÉLÈVES DE LEURS IDÉES POUR LE TEXTE	
Par les élèves	Les élèves écrivent leur texte.
LA POST-ÉCRITURE	
Activité	Suggestion d'une activité, orale ou écrite, afin d'élargir l'écriture, d'ouvrir sur autre chose : Les élèves relisent leur texte à un partenaire, ou, un graphique, ou un schéma de l'utilisation des TICs dans la salle de classe…combien d'élèves utilisent les TICs, quel genre de TICs sont les plus populaires…

Appendix I3: Example of rubrics for oral communication

Nom					Commentaires

5 – Communicates well and adds extra details, creates their own sentences, learned structures correct, spontaneous speaker.
4 – Communicates well, makes many personalized modifications, learned structures are correct, some mistakes made with new information, speaks with spontaneity, needs little to no support.
3 – Communicates with few gaps, uses basic sentences, most grammar is correct, needs some prompting.
2 – Communicates partially, uses limited # of basic sentences, some grammar mistakes, needs prompting.
1 – Cannot communicate, uses words rather than sentences; requires constant prompting.

Appendix J
Charts

Appendix J1: Daily Observation Chart for Reading

Nom	DATE: LIVRE:		DATE: LIVRE:		DATE: LIVRE:		DATE: LIVRE:		
	COMPR.	AISANCE	COMPR.	AISANCE	COMPR.	AISANCE	COMPR.	AISANCE	Commentaires

5- Can perform with ease and confidence, often going beyond expectations
4- Can perform with little hesitation, sometimes going beyond expectations
3- Can perform adequately, meeting all expectations
2- Can meet some expectations, performs with hesitation
1- Unable To meet expectations

Appendix J2: Writing Evaluation Chart

Month One: Sample Writing Evaluation Chart

Name								
Topic/Date								
Content Use of full sentences; key vocabulary from theme; Include details/adjectives								
Organization Demonstrates beginning, middle and ending concept; attempts to link ideas together								
Conventions Attention to spelling, gender, capitals, punctuation								
Comments								

5- Can write with ease and confidence, often going beyond expectations
4- Can write with little difficulty, sometimes going beyond expectations
3- Can write adequately, meeting all expectations
2- Can meet some expectations, experiences difficulty when writing
1- Unable to meet expectations

Appendix J3: Weekly and/or Monthly Observation Chart

Grille d'observation hebdomadaire /mensuel PFI

Fonction de communication :										
Date	Oral			Lecture			Écriture			Commentaire
	1	2	3	1	2	3	1	2	3	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10										
11.										
12.										
13.										
14.										

1- Not meeting expectations 2- Meeting expectations with errors 3-Good performance

Appendix K
Graphic Organizers

Appendix K: Graphic Organizers

Tableau S-V-A
(5e, 6e, 7e année – modified/accommodated high school)

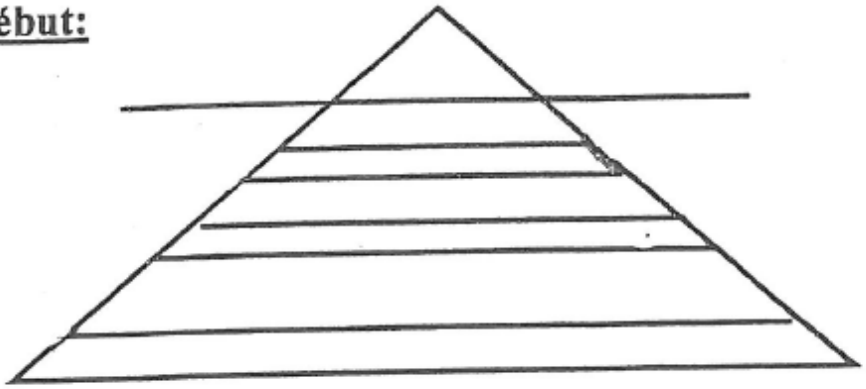
S	V	A
Nous SAVONS que…	Nous VOULONS SAVOIR…	Nous AVONS APRIS…

Tableau S-V-A
(8e à 10e année)

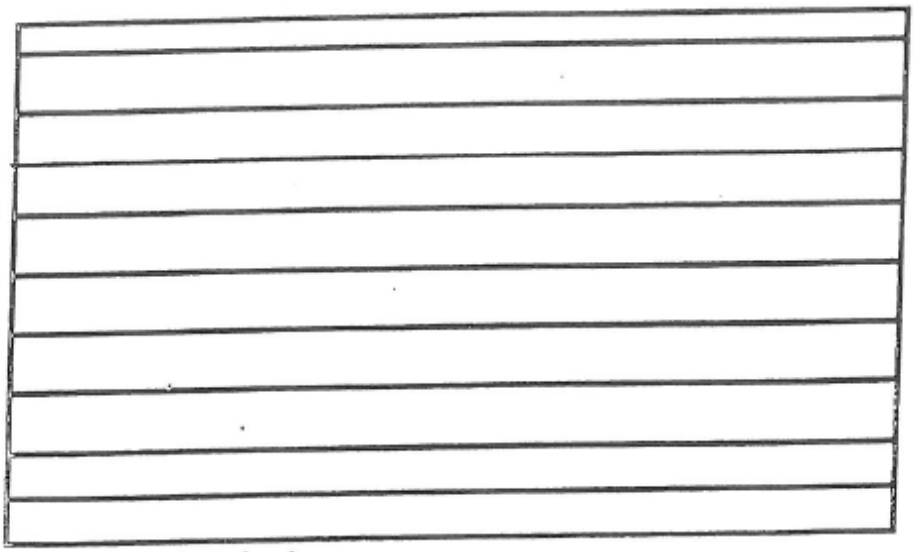
S		V	A	
Nous SAVONS que…	Nous PENSONS que…	Nous VOULONS SAVOIR…	Nous AVONS APRIS…	Nous ne PENSONS PLUS que…

Plan **Titre:**_____

Début:

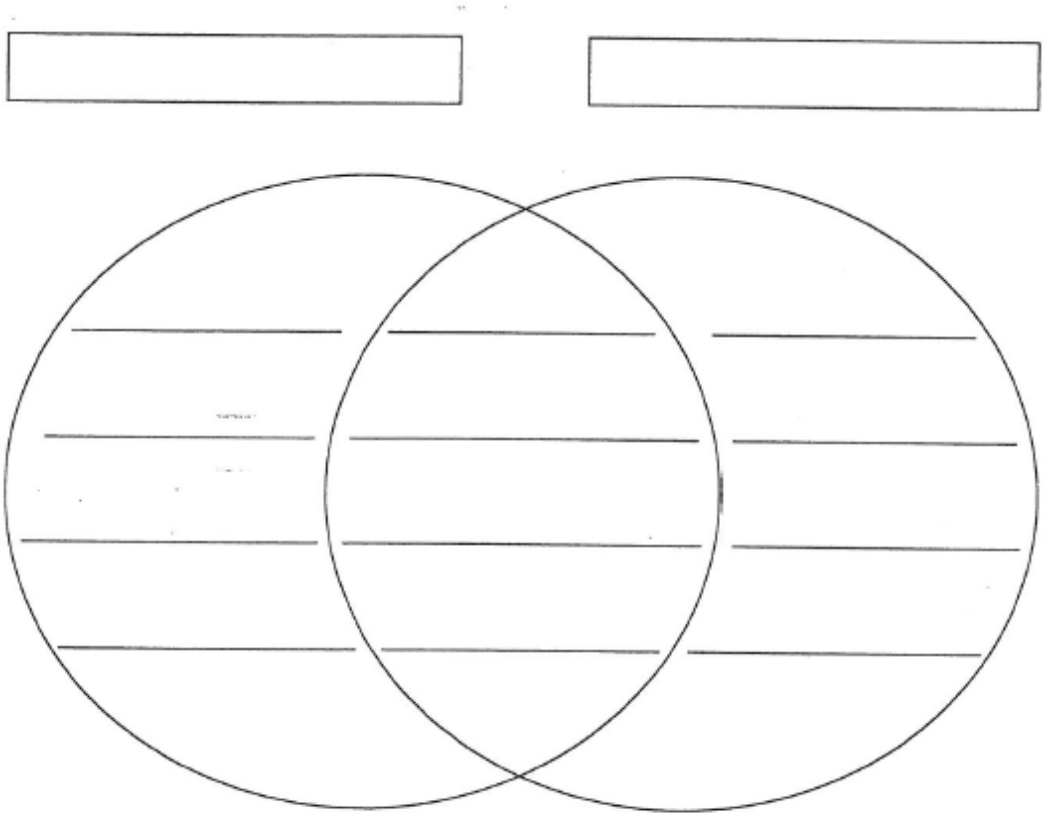


Milieu:



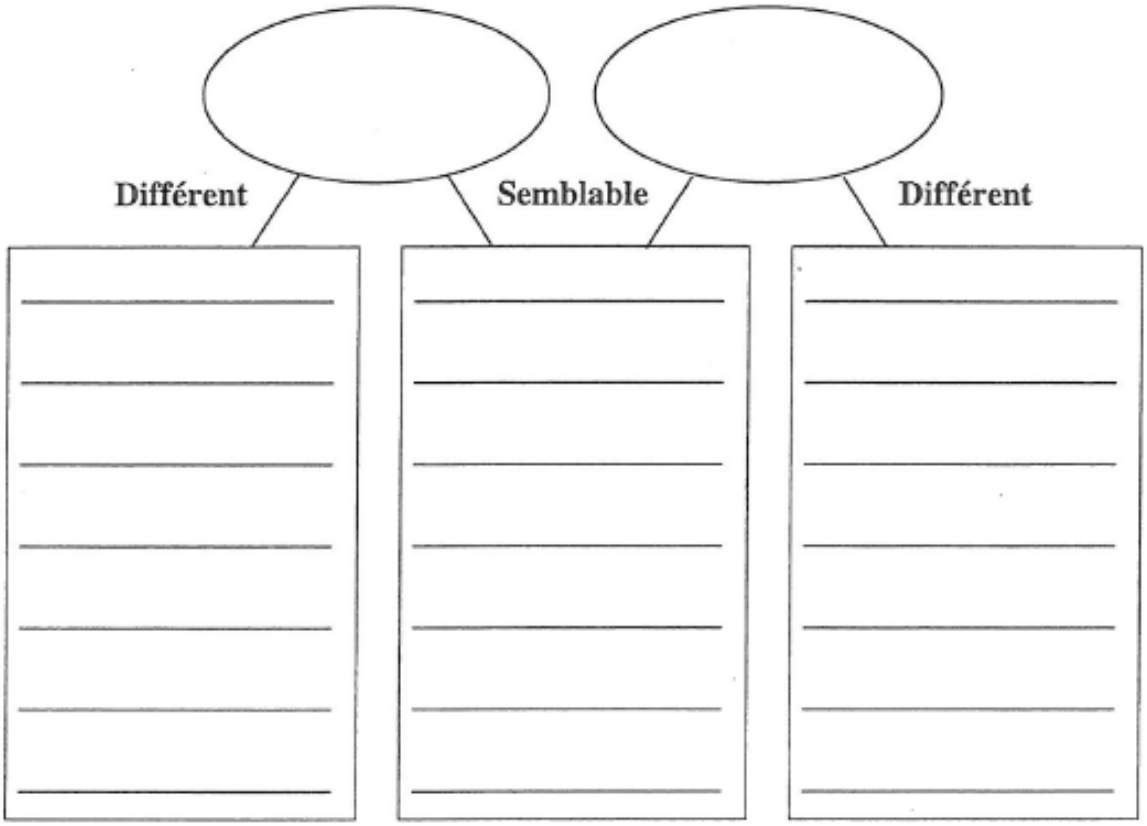
Fin (de l'histoire)

COMPARAISON - CONTRASTE



L'arête du poisson

COMPARAISON - CONTRASTE

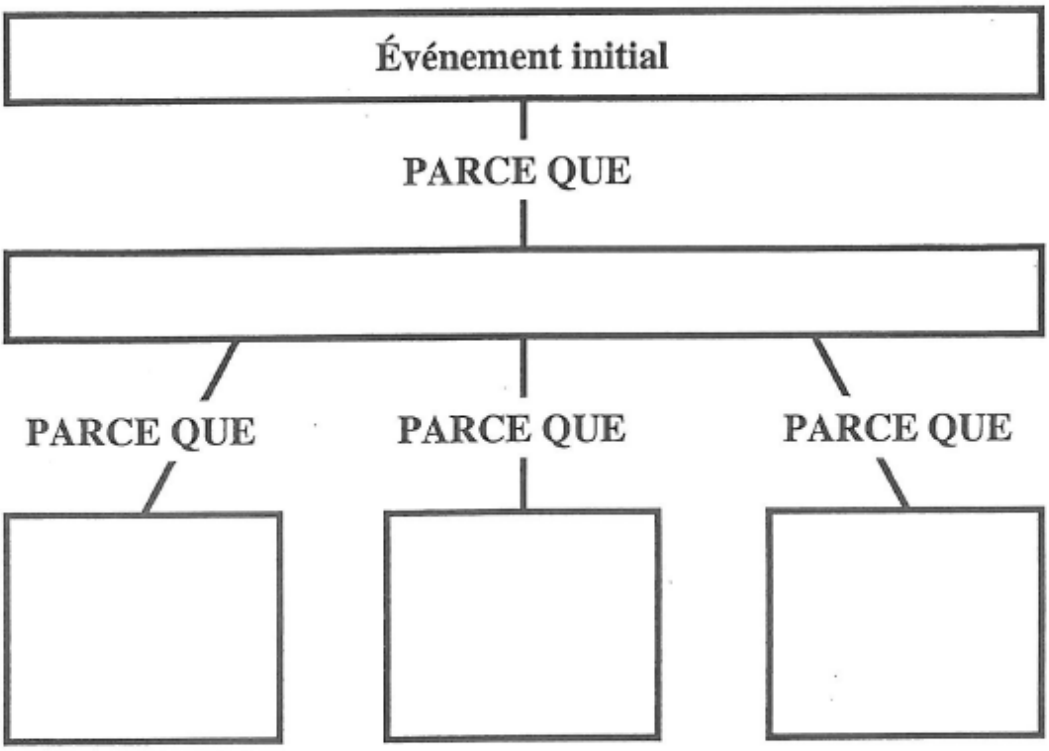


faire des hypothèses

POUR ET CONTRE

SUJET		
POUR	ET	CONTRE

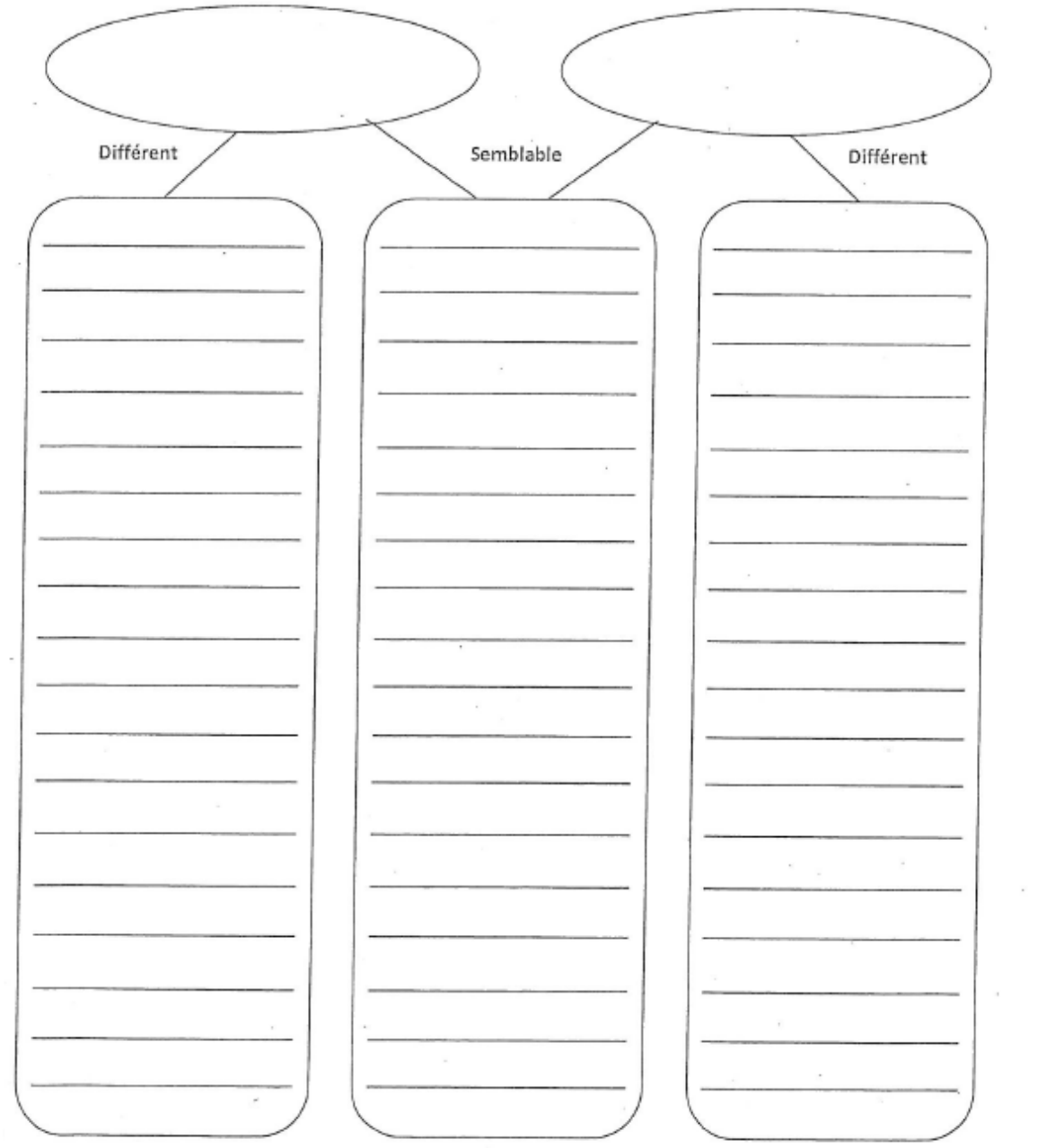
CAUSE/CONSÉQUENCE



Comparaison – Contraste

Nom : _____ Date : _____

Titre : _____



Appendix L
Bloom's Taxonomy

Appendix L: Bloom's Taxonomy

Dèbuts de phrase (Taxonomie de Bloom)

Voici des débuts de phrases qui peuvent t'aider à formuler des questions en utilisant la taxonomie de Bloom.

1. La connaissance
   - ✓ Note les étapes pour...
   - ✓ Identifie les caractéristiques de...
   - ✓ Définis le terme...
   - ✓ Répète les événements qui ont mené a...

2. La compréhension
   - ✓ Dans tes propres mots, qu'est-ce que qui est arrivé à..?
   - ✓ Ordonne ces concepts...
   - ✓ Donne des exemples de...
   - ✓ Pourquoi est-ce que..?

3. L'application
   - ✓ Place ces idées dans un tableau ou un schéma...
   - ✓ Dessine une carte pour montrer...
   - ✓ Fais le calcul...
   - ✓ Raconte cette histoire du point de vue de...

4. L'analyse
   - ✓ Qu'est-ce qui arrive si..?
   - ✓ Quelle est la relation entre_ et _?
   - ✓ Quelle est la différence entre le concept_ et le fait que_?
   - ✓ Quels sont les événements les plus importants?

5. L'évaluation
   - ✓ Explique pourquoi tu penses que...
   - ✓ Jusqu'à quel point est-ce que..?
   - ✓ Évalue les options qui...
   - ✓ Selon toi...

6. La création
   - ✓ Crée un nouveau plan qui...
   - ✓ Écris une nouvelle fin dans laquelle...
   - ✓ Mets-toi dans cette situation. Cree un scenario de tes actions...
   - ✓ Compose un(e) ...

Appendix M
General Overview of CEFR levels A1, A2, B1 and B2

Appendix M: General Overview of CEFR levels A1, A2, B1 and B2

The following tables describe the oral interaction competencies of students according to level A1, A2, B1 and B2 from the Common European Framework of Reference for languages (CEFR).

Though a different tool than the widely familiar NB Oral Proficiency Scale, connections and correlations can easily be made. The CEFR levels describe content/vocabulary (le lexique), grammatical accuracy (l'exactitude/les contenus grammaticaux), general and specific communicative functions (les savoirs-faire & les actes de parole) as well as key words that describe the general repertoire of a speaker at each level (les mots clés).

CEFR Level A1

A1 (Niveau introductif ou de découverte – *niveau élémentaire)* (p.p. 19-36)				
Les mots clés (p. 19)	Les fonctions générales (*les savoir-faire)* (p. 33)	Le lexique (p. 32)	L'exactitude (*les contenus grammaticaux)* (p. 31 / 35)	Les fonctions spécifiques *(les actes de parole)* (p. 34)
• langage simple • lentement et clairement • sujets familiers et concrets • vie quotidienne • répertoire élémentaire • répertoire limité d'expressions mémorisées	L'élève peut: • répondre à des questions simples et en poser • comprendre des mots familiers, des expressions courantes et des instructions	• l'alphabet • les nombres • les noms et prénoms • l'adresse • les loisirs • la famille proche • les objets personnels • la description (petit/grand/jeune/ beau) • les couleurs • la date • les jours de la semaine • l'heure	• verbes usuels au présent (avoir/être/faire/ s'appeler) • verbes – er : parler, manger, regarder… (présent indicatif/ impératif) • les pronoms personnels sujets (je, tu, il…) • la négation: ne…	• saluer • le présenter/ présenter qqn • parler de son quotidien (famille, loisirs, animaux…) • décrire un objet ou une personne • demander une information (date, heure…) • donner des instructions

		• les saisons	pas… • les articles définis et indéfinis : le, la, un, une… • l'accord : masculin/féminin et singulier/ pluriel • les adjectifs possessifs • les chiffres • quelques mots de transition : et, ou, alors…	

CEFR Level A2

A2 (Niveau intermédiaire ou de survie) (p.p. 41-46)				
Les mots clés (p. 41)	Les fonctions générales *(les savoir-faire)* (p. 55)	Le lexique (p. 46)	L'exactitude *(les contenus grammaticaux)* (p. 45)	Les fonctions spécifiques *(les actes de parole)* (p. 44)
• **expressions fréquemment utilisées** en relation avec les **domaines immédiats** (informations personnelles et familiers simple, chats, environnement proche, travail) • peut communiquer loirs de **tâches simples et habituelles (échanges d'informations simple et direct)** • **besoins immédiats**	L'élève peut : • raconter une histoire ou décrire quelque chose par une simple liste de points • décrire des aspects de son environnement quotidien (les gens les lieux et les expériences scolaires) • faire une description brève d'un évènement ou d'une activité • décrire des projets des préparatifs et des habitudes et occupations journalières, des activités passées et des expériences personnelles • décrire et comparer dans une langue simple des objets et	L'élève possède un vocabulaire suffisant • pour mener des transactions quotidiennes courantes dans les situations et sur les sujets familiers • pour satisfaire les besoins communicatifs élémentaires • pour satisfaire les besoins primordiaux L'élève possède un répertoire restreint ayant trait à des besoins quotidiens concrets • la famille • les lieux • les loisirs • les moyens de transport • le logement • les objets du quotidien	• le présent de l'indicatif • les verbes à une, deux et trois bases • les verbes pronominaux • les verbes usuels : venir, aller, mettre, savoir, voir, prendre • quelques verbes + infinitif (vouloir, pouvoir, devoir, il faut + infinitif • le passé composé • les participes passés • l'imparfait • l'impératif positif et négatif • le futur proche • le futur simple • le passé récent (venir de) • le présent progressif (être en train de) • l'interrogation : adjectifs et pronoms	• présenter quelqu'un • se situer dans le temps • se situer dans l'espace • demander quelque chose à quelqu'un • demander à quelqu'un de faire quelque chose • proposer quelque chose à quelqu'un • accepter quelque chose • exprimer un sentiment positif • refuser quelque chose • parler du passé • parler du futur

	des choses lui appartenant • explique en quoi une chose lui plaît ou déplaît • décrire sa famille, ses conditions de vie, son formation, son travail • peut décrire les gens, lieux et choses en termes simples	• les aliments, les repas, la cuisine • les pays, les villes • l'itinéraire, la météo • les actions de la vie quotidienne • les événements : accidents (informations tv)	interrogatifs • les adjectifs (place et accord) • les possessifs (adjectifs et pronoms) • les pronoms démonstratifs • les pronoms COD et COI – les verbes indirectes • le pronom complément y • les pronoms relatifs simples (qui, que) • la localisation temporelle quelques prépositions temporelles (quand, pendant) • la localisation spatiale : -les prépositions de lieu -les adverbes de lieu -aller à/être à / venir de / + lieu • quelques articulateurs logiques simples : mais, parce que	

CEFR Level B1

B1 (Niveau seuil) (p.p. 65-74)				
Les mots clés (p.65)	Les fonctions générales *(les savoir-faire*) (p. 71)	Le lexique (p. 70)	L'exactitude *(les contenus grammaticaux) (*p. 69)	Les fonctions spécifiques *(les actes de parole) (*p. 68)
Peut méthodiquement développer une présentation ou une description soulignant les points importants et les détails pertinents. • peut faire une description et une présentation détaillées sur une gamme étendue de sujets relatifs à son domaine d'intérêt en développant et justifiant les idées par des points secondaires et des exemples pertinents	L'élève peut : • développer méthodiquement une argumentation en mettant en évidence les points significatifs et les éléments pertinents. • développer une argumentation claire, en élargissant et confirmant ses points de vue par des arguments secondaires et des exemples pertinents. • expliquer un point de vue sur un problème en donnant les avantages et les inconvénients d'options diverses. • peut faire un exposé clair,	• la vie quotidienne : les loisirs, les sorties, les achats, les transports en commun, les voyages… • les personnes : la description physique, les vêtements, les sentiments • les événements : rencontres, incidents, accidents, phénomènes naturels… • le monde professionnel, l'entreprise, l'emploi • l'école, le système scolaire, la formation • les médias : les programmes télévisés. les journaux, internet, quelques sujets d'actualité (vie quotidienne et faits	• le passé composé ou l'imparfait (situation ou événement dans le récit au passé) • l'accord du participe passé avec le sujet (auxiliaire être)/avec le cod (auxiliaire avoir) • le discours rapporté au présent et au passé • la concordance des temps • le subjonctif (la possibilité l'obligation) • le passif • le gérondif • les doubles pronoms • les pronoms possessifs • les pronoms démonstratifs • les prépositions et les adverbes de	• parler de son environnement quotidien • décrire une personne • décrire un objet • décrire un lieu • décrire un phénomène/un fait • situer des événements dans le temps • situer un objet ou une personne • situer un lieu • donner des instructions • donner un ordre • exprimer partiellement ses goûts • raconter un événement au passé • exposer, analyser, démontrer

	préparé, en avançant des raisons pour ou contre un point de vue particulier et en présentant les avantages et les inconvénients • peut comprendre les idées principales d'interventions complexes du point de vue du fond et de la forme, sur un sujet concret ou abstrait et dans une langue standard, y compris des discussions techniques dans son domaine de spécialisation. • comprendre la plupart des journaux et des magazines télévisés. • comprendre un documentaire, une interview, une table ronde, une pièce à la télévision et la	de société)	temps • les prépositions et les adverbes de lieu • les articulateur chronologiques du discours (d'abord, ensuite, enfin, premièrement…) • les articulations logiques simples : cause, conséquence, opposition (donc/ puisque/comme/alors/portant/alors que…) • la conjonction *pour que* + subjonctif	

	plupart des films en langue standard. • peut lire avec un grand degré d'autonomie en adaptant le mode et la rapidité • possède un vocabulaire de lecture large et actif mais pourra avoir des difficultés avec des expressions peu fréquentes.			

CEFR Level B2

B2 (niveau avancé ou indépendant) (p.p. 93-110)				
Les mots clés (p. 93)	Les fonctions générales (*les savoir-faire*) (p. 103 et 107)	Le lexique (p. 106 et 110)	L'exactitude *(les contenus grammaticaux)* (p. 109)	Les fonctions spécifiques *(les actes de parole)* (p. 104 et 108)
• Peut communiquer à un degré de spontanéité et d'aisance tel qu'une conversation avec un locuteur natif ne comporte de tension ni pour l'un ni pour l'autre. • Peut s'exprimer de façon claire et détaillée sur une grande gamme de sujets, émettre un avis sur un sujet d'actualité et exposer les avantages et les inconvénients de différentes possibilités.	L'élève peut : • Participer activement à une discussion formelle ou informelle • Intervenir de manière adéquate dans une discussion • Prendre des initiatives dans un entretien et le conduire avec efficacité. • Argumenter avec conviction sur des sujets complexes • Répondre à des hypothèses et en faire • Transmettre une	• Les sujets d'actualité et les faits de la société : la politique, la religion, l'éducation, l'écologie, la culture, le droit et la justice, la défense, l'économie, la santé, l'histoire, la mode, le monde du travail… • Vocabulaire spécialisé (domaine professionnel ou de spécialité) • Des expressions toutes faites (pour participer à une conversation) • Enrichissement lexical : la polysémie (les divers sens d'un même mot), les	• La modalisation : **devoir + infinitif** (*capacité, autorisation ou éventualité*) **pouvoir + infinitif** (*obligation ou supposition*) • Le conditionnel présent (*doute, information dont on n'est pas sûr)* • Le conditionnel ou l'impératif *(la prière*) • Le futur antérieur (*passé dans le futur*) • Verbes + subjonctif ou indicatif • Conjonction + subjonctif ou	• Caractériser quelqu'un ou quelque chose (décrire une personne, un objet, un lieu, un fait, un phénomène, une pensée abstraite) • Exprimer une opinion (faire des hypothèses, exprimer la probabilité) • Argumenter (justifier un point de vue, marquer une opinion, donner les avantages et/ou les inconvénients, démontrer, enchaîner des arguments, donner des exemples, hiérarchiser, exposer, analyser, démontrer, préciser, nuancer, justifier, insister, marquer une opposition, faire une concession) • Insister/ mettre en relief (souligner les points importants et/ou les détails) • Demander (un avis, des

	information détaillée. • Identifier avec exactitude des arguments • Faire des spéculations sur les causes et les conséquences • Confirmer sa compréhension et donner suite aux déclarations d'autres interlocuteurs • Faire une présentation détaillée ; développer et justifier les idées par des points secondaires et des exemples pertinents • Élargir et confirmer ses points de vue par des argumentations	synonymes et antonymes.	indicatif • Les formes impersonnelles (*il est certain que ; il est probable que, il semble que*) • Verbes accompagnés de prépositions (*penser à, croire à/en, rêver de/à, décider de, agir sur*) • Pronoms compléments y/en • Adjectifs accompagnés de préposition (*être heureux de, sûr de, prêt à…*) • Les pronoms relatifs composés (*lequel, auquel, duquel*) • La mise en relief (c'est + pronom	informations) • Réclamer • Approuver/désapprouver • Rapporter les paroles de quelqu'un, reformuler • Engager une conversation, la continuer, y mettre fin, inviter qqn à s'y joindre, exprimer sa compréhension, faire préciser

	secondaires et des exemples pertinents • Inviter autrui à dire ce qu'il pense		relatif) • La restriction : ne…que • La négation : sans + infinitif	

	A1	A2	B1	B2
Functions	Directions Describing habits and routines Giving personal information Greetings Telling the time Understanding and using numbers Understanding and using prices	Describing habits and routines Describing past experiences Describing people Describing places Describing things Obligation and necessity Requests Suggestions	Checking understanding Describing experiences and events Describing feelings and emotion Describing places Expressing opinions; language of agreeing and disagreeing Initiating and closing conversation Managing interaction (interrupting, changing topic, resuming or continuing)	Critiquing and reviewing Describing experiences Describing feelings and emotions Describing hopes and plans Developing an argument Encouraging and inviting another speaker to continue, come in Expressing abstract ideas Expressing agreement and disagreement Expressing opinions Expressing reaction, e.g. indifference Interacting informally, reacting, expressing interest, sympathy, surprise etc. Opinion, justification Speculating Taking the initiative in interaction Synthesizing, evaluating, glossing info
Grammar	Adjectives: common and demonstrative Adverbs of frequency Comparatives and superlatives Going to How much/how many and very common uncountable nouns I'd like Imperatives (+/-) Intensifiers - very basic Modals: can/can't/could/couldn't Past simple of "to be" Past Simple Possessive adjectives Possessive s Prepositions, common Prepositions of place Prepositions of time, including in/on/at Present continuous Present simple Pronouns: simple, personal Questions There is/are To be, including question+negatives Verb + ing: like/hate/love	Adjectives – comparative, – use of than and definite article Adjectives – superlative – use of definite article Adverbial phrases of time, place and frequency – including word order Adverbs of frequency Articles – with countable and uncountable nouns Countables and Uncountables: much/many Future Time (will and going to) Gerunds Going to Imperatives Modals – can/could Modals – have to Modals – should Past continuous Past simple Phrasal verbs – common Possessives – use of 's, s' Prepositional phrases (place, time and movement) Prepositions of time: on/in/at Present continuous Present continuous for future Present perfect Questions Verb + ing/infinitive: like/want-would like Wh-questions in past Zero and 1st conditional	Adverbs Broader range of intensifiers such as too, enough Comparatives and superlatives Complex question tags Conditionals, 2nd and 3rd Connecting words expressing cause and effect, contrast etc. Future continuous Modals - must/can't deduction Modals – might, may, will, probably Modals – should have/might have/etc Modals: must/have to Past continuous Past perfect Past simple Past tense responses Phrasal verbs, extended Present perfect continuous Present perfect/past simple Reported speech (range of tenses) Simple passive Wh- questions in the past Will and going to, for prediction	Adjectives and adverbs Future continuous Future perfect Future perfect continuous Mixed conditionals Modals – can't have, needn't have Modals of deduction and speculation Narrative tenses Passives Past perfect Past perfect continuous Phrasal verbs, extended Relative clauses Reported speech Will and going to, for prediction Wish Would expressing habits, in the past
Discourse Markers	Connecting words, and, but, because	Linkers: sequential – past time	Connecting words expressing cause and effect, contrast etc Linkers: sequential past time	Connecting words expressing cause and effect, contrast etc. Discourse markers to structure formal speech Linkers: although, in spite of, despite Linkers: sequential – past time – subsequently
Vocabulary	Food and drink Nationalities and countries Personal information Things in the town, shops and shopping Verbs – basic	Adjectives: personality, description, feelings Food and drink Things in the town, shops and shopping Travel and services	Collocation Colloquial language Things in the town, shops and shopping Travel and services	Collocation Colloquial language
Topics	Family life Hobbies and pastimes Holidays Leisure activities Shopping Work and jobs	Education Hobbies and pastimes Holidays Leisure activities Shopping Work and jobs	Books and literature Education Film Leisure activities Media News, lifestyles and current affairs	Arts Books and literature Education Film Media News, lifestyles and current affairs

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Appendix N
New Brunswick Oral Proficiency Scale

New Brunswick Second Language Oral Proficiency Scale Performance Descriptions	
UNRATEABLE	No functional ability in the language.
NOVICE	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy but only with memorized phrases. Vocabulary is limited.
BASIC	Able to create with the language by combining and recombining learned elements. Can satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers accustomed to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
BASIC PLUS	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows some spontaneity in language production, but fluency is very uneven. There is emerging evidence of connected discourse, particularly for simple narration and / or description, but range and control of language structures are limited.
INTERMEDIATE	Able to satisfy routine social demands and limited requirements in school / work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker.
INTERMEDIATE PLUS	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant ·degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.
ADVANCED	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.

ADVANCED PLUS	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be noticeable and the speaker occasionally exhibits hesitancy which indicates some uncertainty in vocabulary or structure.
SUPERIOR	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, work-related). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.

Appendix O
Administrative Documents

Appendix O1: Post-Intensive French Administrative Guidelines

Administration of the Post-Intensive French Program at the High School Level

Scheduling
In the 9/10 Block there are two **compulsory** 90-hour courses, one offered during each school year.

Course Offerings
All schools must offer Grade 11 and Grade 12 PIF. If enrolment numbers are low, Grade 11 and 12 PIF courses may be combined. Three different units must be offered each year (see below).

Units of Study by Grade (Revised November 22, 2012)

Grade 9:
1. La musique
2. Le petit écran – la télévision
3. La responsabilité sociale

Grade 10:
1. Le grand écran – le cinéma
2. Les TIC
3. Les relations personnelles chez les ados

Grade 11:
1. C'est un mystère!
2. C'est injuste
3. Le pouvoir de la photo

Grade 12:
1. Moi, dans 10 ans
2. Les défis écologiques
3. Semblables, mais différents
4. Ma carrière, rêve ou réalité

Combined 11/12 Année A:
1. C'est injuste
2. Moi dans 10 ans
3. Le pouvoir de la photo

Combined 11/12 Année B:
1. C'est un mystère!
2. Les défis écologiques
3. Semblables mais différents
4. Ma carrière: rêve ou réalité

Reporting Student Achievement
Schools will continue to provide a midterm report and end of term report and progress reports as required. At this time, report cards for HS-PIF will continue to follow the same format currently being used (with grade and comments).

Adjusting the Win School Database
It is recommended that some additional, new comments be added to the comment database in PowerSchool to reflect the language outcomes in PIF. These comments may also apply to other subject areas. These comments could include, for example:

1. See Attachment
2. Strong oral Performance
3. Appropriate oral Performance
4. Below expectations in oral performance
5. Strong reading performance
6. Appropriate reading performance
7. Below expectations in reading performance
8. Strong performance in writing
9. Appropriate performance in writing
10. Below expectations in writing

9-10 Block
In PIF, the first two years are to be considered as a learning block (and this block is compulsory). Consequently, there will only be one oral assessment at the end of the Gr. 10 course. **There is to be no formal summative assessment (exam) at the completion of the Gr. 9 course.** Teachers may choose to do a final project within the term.

The weighting of the course for the **Grade 9** year should be as follows:

40% - oral (spoken production, spoken interaction, listening)
30% - reading (comprehension, fluency, accuracy, responding to reading)
30% - writing (modeled, independent, genres, conventions, accuracy, fluency)

The weighting of the course for the **Grade 10** year should be as follows:

30% oral (spoken production, spoken interaction, listening)
25% reading (comprehension, fluency, accuracy, responding to reading)
25% writing (modeled, independent, genres, conventions, accuracy, fluency)
20% final oral interview with teacher (may be scheduled prior to or during the examination period.)

11-12 Block
In Grade 11 and 12 there must be a formal summative assessment at the end of each

course in the form of an **EXIT PROJECT** that must include an oral, a reading and a writing component. Weighting of marks in grades 11 and 12 PIF will be:

30% oral (spoken production, spoken interaction, listening)
25% reading (comprehension, fluency, accuracy, responding to reading)
25% writing (modeled, independent, genres, conventions, accuracy, fluency)
20% exit project containing oral, reading and writing components

Blended High School Program

Students, who have attained an appropriate level of oral proficiency at the end of Gr. 10 PIF, may register for any courses offered in French at the Gr. 11 and Gr. 12 levels. The Gr. 10 teacher will determine this placement. A rubric for the grade 10 PIF teacher has been prepared to facilitate this determination.

Teacher Support Documents

A binder containing the Interprovincial teaching units will be distributed to all teachers who receive training in the Post-Intensive French methodology. This document is not to be confused with the New Brunswick curriculum guide. Please note that the May 2012 teaching units have been distributed and teachers should not be using prior versions.

Print Resources

Print and multi-media resources to support each unit of study are listed in both the interprovincial units of study and the NB curriculum guide. This information will be posted on the portal. They will be uploaded as soon as they become available. They can be found under the section of Teachers – Learning Resources- High School Post- Intensive French and can be accessed at the following link: https://portal.nbed.nb.ca/tr/lr/hsfslin/Pages/default.aspx

Inclusionary Practices

Post-Intensive French offers learning opportunities for a full spectrum of learners. Many forms of assistive technology are available to support students on a special education plan. High School PIF can be accommodated (universal accommodations) or modified to meet the learning needs of all students. PLPs should have personalized learning goals for oral, reading and writing components (according to the individual). A student on a modified program may have goals in only one or two skills areas (for example learning goals that are only oral, according to the needs of the student).

Post-Secondary Options and Extra-Curricular and Co-curricular Opportunities

Schools should promote the importance of post-secondary opportunities in second language that may exist within the community, the province and the country (career fairs, guidance offices, exchange opportunities, work study placement, federal initiatives etc.). Schools are encouraged to promote out of classroom second language opportunities such as Gr. 9/10 Summer Camp program, Quebec- New Brunswick exchange program, Explore program, SEVEC program, Rotary Exchanges and so on.

Coop placements where students have the opportunity to use and practice their second

language should also be encouraged, where possible.

Program Completion Certificate
Post-Intensive students who continue to enroll in courses instructed in French in both 11 and 12 will receive a **Certificate of Completion** at Gr. 12 graduation. The template for the certificates can be obtained through EECD. Districts can prepare these and the certificate can be added into the student's language portfolio as a support document.

Unit Overviews and Lesson Planning Templates
Unit overviews, lesson planning templates and assessment rubrics exist to facilitate effective teacher planning. These documents can be found both on the portal and in the NB Curriculum Guide.

Course Descriptions Post-

Intensive French 110
Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enrol in French immersion courses (including online options) in addition to or in place of Post-Intensive French courses in grades 11 and 12 (i.e. The Blended High School Program).*

Post-Intensive French 120
Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enrol in French immersion courses (including online options) in addition to or in place of Post-Intensive French courses in grades 11 and 12 (i.e. The Blended High School Program).*

Appendix O2: Blended High School Program

Accès au ‹‹*Blended High School Program*››

Veuillez répondre aux questions suivantes pour chaque élève et ensuite prendre une décision sur le placement par la suite :

Nom de l'élève : _____

Date : _____

Oui	Non	**À votre avis, est-ce que l'élève peut :**
		créer dans la langue (à l'oral et à l'écrit)?
		participer pleinement dans une conversation informelle?
		poser des questions pour obtenir des renseignements?
		discuter au niveau du concret?
		donner des directives, des instructions?
		se débrouiller dans une situation un peu complexe?
		utiliser des paraphrases?
		démontrer le concept des temps passé, présent et future (à l'oral et à l'écrit)?
		exprimer son opinion?
		faire des comparaisons?
		lire et comprendre un texte de 10e année P-FI?
		écrire un texte indépendant au niveau *approprié* selon les normes de performance en écriture pour la 10e P-FI?

Recommandation de l'enseignant-e :

	Je recommande que l'élève ait accès au cours offerts en français dans le ***Blended High School Program*** et je crois qu'il/elle a les compétences **et** la disposition pour s'y adapter.
	Je recommande que l'élève continue à suivre le français dans les classes de Post-français intensif en 11e et 12e année.
Commentaires :	

Signature de l'enseignant : _____

Date : _____

Appendix O3: Pre-IF, IF and PIF at a Glance: A Quick Overview

May 12, 2015	Pre-Intensive French	Intensive French	Post-Intensive French
Grade level	4 (or 3-4 with combined classes) **Note:** Some students could have the program for 2 consecutive years.	Grade 5 (or 4-5 with combined classes **Note**: Some students could have the program for 2 consecutive years (see below). *(Total time may be reduced in some situations if approved by Subject Area Coordinator and Director of Curriculum)*	6,7,8 (middle school) for all students not in immersion 9-10 for all students not in immersion 11-12 PIF is an elective and must be offered, for those students wishing to enhance their French (students attaining Intermediate proficiency or above) , they will be able to access FI course offerings (FILA or other FI courses including online courses) as part of the new Blended Program
Allocated time per week	150 minutes per week—blocked in periods of time (e.g., 3 fifty minute periods or 2 hours one week, 3 hours the following week)	3 hours and 15 minutes per day during the concentrated term*; 150 minutes per week blocked in periods of time in alternate term *	**Grades 6-8**: 200 minutes per week—blocked in 2 or 3 periods of time **Grades 9 and 10** one 90 hour course per year **Grades 11 and 12**: one 90 hour course available per year in PIF or Blended Program offerings (depending on student's proficiency) SCHOOLS *MUST* OFFER 11 & 12 PIF OR 11-12 COMBINED (POLICY 309 – Section 6.4)
# classes per week	Two periods per week minimum (150 mins)*	5 days per week in concentrated term; in alternate term two periods per week minimum (150 mins)*	**Grades 6-8**: Preferred: 2 or 3 periods per week (200 mins)* **HS-PIF Classes** are still once daily in one semester according to HS scheduling model; if school is able to maintain the 300 mins. weekly & schedule in blocks, this would be preferable
NB provincial curriculum guide	NA	Approved by PCAC in 2009	MS presented to PCAC in 2015. HS Guide in development (key sections on portal)
Interprovincial teachers guide containing unit plans	Grade 4 *Pre-IF Guide* Note: For combined grade 3-4 classes teachers will need to differentiate instruction	*Grade 5 IF Guide* *Grade 4-5 IF Guide* for combined classes Année A 2014-2015 Année B 2015-2016	*PIF Guide for MS grades 6-8* *PIF Guide for grades 9-12 is now complete*
Compacted curriculum support documents	Not necessary	*Compacted Grade 5 Curriculum* *Compacted Curriculum for Multi 4-5 Classroom* (2 documents for English language curriculum are posted on portal	Not necessary

NB Ed Portal Space	Under teachers, learning resources and elementary	Under teachers, learning resources and elementary	Under teachers, learning resources and middle or high school
PLPs	Programs can be modified and/or accommodated according to student needs	Programs can be modified and/or accommodated according to student needs	Programs can be modified or accommodated according to student needs
Number of skills addressed per lesson	Oral and reading or oral and writing (Note: Oral may be PRE-reading or PRE-writing in same period)	Oral, reading and writing daily	Oral and Reading or Oral and writing (Note: Oral may be PRE-reading or PRE-writing in same period)
Characteristics of Oral	8 strategies	8 strategies	8 strategies
Characteristics of Reading	Class will normally spend two weeks on a book; each story (or informative text) will be exploited at least twice with a different intention each time	Class will normally spend about one week exploiting a reading text (first, second, third, reading with different intentions and a post reading activity)	MS-PIF Class will spend one to two weeks on a book; each text (or chapter/section) will be exploited twice with a different intention each time HS-PIF Reading will correspond with units of instruction (approximately one month-5 weeks per unit)
Characteristics of Writing	Must happen weekly Must provide a model	Must happen daily Must provide a model	MS – must provide a model; should happen weekly HS- working towards independent writing: outlines or organizers used plus model STILL provided
Classroom Routines & frequency	Daily routine Message once a week	Daily routine and daily message (*message du jour)*	MS- daily routine led by students; message approximately once per month HS – occasional messages; sometimes prepared by students
Mur de mots (always in full sentences)	A necessary feature; sentences must be authentic, short and simple, highlighting new word.	A necessary feature in 4-5 and 5 IF; sentences must be authentic, short and simple, highlighting new word.	MS – used for new or difficult words. Students consult for writing HS – Still a helpful practice at this level
Mur de sons	A necessary feature: one sound for two weeks	A necessary feature of IF; focus on one sound per week	MS- contains only sounds with which students have difficulty; used to assist in writing correctly HS – if the need presents itself
Administrative Guidelines	NA	IF – Guidelines are contained within the curriculum document	MS-are being developed for the guide HS-*Administrative Guidelines for HS-PIF* (contained within the curriculum guide and shared at training sessions)

Appendix O4: Projet de sortie

C'est un mystère

Fonctions de communication

- Discuter d'émissions policières populaires et exprimer ses préférences.
- Identifier les éléments importants d'une bonne émission policière.
- Formuler des hypothèses pour résoudre une énigme.
- S'exprimer correctement en jouant un jeu de société.
- Expliquer l'intrigue d'un mystère en évaluant la crédibilité des suspects et de leurs motifs.
- Créer le scénario d'une énigme.

Idées pour un projet de sortie (11e année) :
#1 – Option lecture

1. Choisissez un livre (genre mystère) de la sélection disponible dans la classe, de la bibliothèque scolaire ou ailleurs.
2. Vérifiez avec le prof pour l'approbation de votre choix.
3. Lisez le début de l'histoire (1-3 chapitres) dépendamment de la longueur et la difficulté du texte (à déterminer avec le prof).
4. Écrivez une synthèse de la partie du livre que vous avez lu. Expliquez l'intrigue dans cette histoire. Décrivez les suspects et leurs motifs (le prof peut fournir un modèle pour ceci). (10 points)
5. À l'oral, présentez une hypothèse de comment l'histoire pourrait terminer. Cela doit durer au moins deux minutes. Vous pouvez enregistrer la partie orale et la soumettre l'enregistrement dans un format x et me l'envoyez avant le X juin, qui est la dernière journée des classes. (10 points)

N.B. Le prof doit fournir deux rubriques qui indiquent ce qui sera évalué (la partie écrite et la partie orale). Ces rubriques seraient présentées avec l'explication du projet de sortie.

Option #2 – Regardez une émission de télévision ou un film en français

1. Choisissez un film (genre mystère).
2. Vérifiez avec le prof pour l'approbation de votre choix.
3. Regardez une heure du film.
4. Écrivez une synthèse. Expliquez l'intrigue dans cette histoire. Décrivez les suspects et leurs motifs (le prof peut fournir un modèle pour ceci). (10 points)
5. À l'oral, présentez une hypothèse de comment l'histoire pourrait terminer. Cela doit durer au moins deux minutes. Vous pouvez enregistrer la partie orale et la soumettre l'enregistrement dans un format x et me l'envoyez avant le X juin, qui est la dernière journée des classes. (10 points)

Appendix O5: Classroom Resource List

Other than the Curriculum Guide and the *Interprovincial Post-Intensive French Program Guide,* appropriate resources are listed in the *Guide.* Teachers may select resources that meet their students' needs and interests.

Appendix P
“Look-Fors” for Administrators

Appendix P: "Look-Fors" for Administrators

"Look Fors" for Administrators

*Expectations Within the **Post-Intensive French** Program*

- Only French should be spoken; the only exception would be the first day of the program (if necessary).
- Schedules, routines, homework and other such types of information should be written in French.
- If a student needs to be approached concerning a discipline issue, the discussion should take place in French, unless the situation is of such a serious nature that the student's command of the French language may not ensure complete comprehension.
- Complete sentences should be used in information displayed on the walls; the use of commercial posters should be avoided.
- Students should not be asked to write what they cannot say.
- Language structures need to be simple and consistent.
- Students should be required to speak and write in full sentences.
- The five-step oral instructional strategy sequence must be followed. The pair work should be no longer than 20-30 seconds. This looks like a natural conversation.
- The message of the day is not to be written by students.
- Instructional planning is essential for classroom success (i.e., long-term planning, unit planning, daily planning).
- Oral language development needs to occur on a daily basis. Two skills should be developed in each lesson (oral and reading or oral and writing).
- Teacher modeling is an extremely important instructional strategy which should be present on a daily basis.
- Authentic conversations are expected and should be evident.
- Words on the word wall (or on the SmartBoard) need to be placed within a sentence and the word needs to be in bold or be underlined. The same words wall cannot stay up all year; it needs to change with the units.
- If the Post-Intensive French teacher teaches multiple subjects within the same classroom, one wall should be dedicated to the French language.
- Visual aids are important in teaching new language structures.

Appendix Q
Writing Samples

Grade 9 Writing Sample

Le 2 juin 2013

La musique et qui je suis.

Pensez-vous que la musique représente qui tu es comme personne? Et bien!!!! Je pense qui oui que le style de musique que tu écoutes va nous aider à comprendre qui tu es comme personne. Je vais décrire le genre de musique que j'écoute et comment la musique explique qui je suis. Je vais aussi discuter des différents types de musique qui m'inspire et comment la musique fait partie de ma vie

Le genre de musique que j'aime est le style qu'on appelle, le hip-hop. La musique hip hop a un rythme plutôt vite et des paroles qui se répète. Pourquoi j'aime ce genre te demandes-tu? J'aime bien cette musique car je fais de la danse compétitive donc je genre de musique est celui que les juges préfères quand tu danses le hip-hop.

Quand je ne fais pas de la danse, j'aime écouter de la musique classique pour étudier. Ce genre de musique m'aide à me détendre et me concentrer. Lorsque je joue du piano, c'est de la musique classique que je choisis comme Bach et Mozart. Ce type de musique selon moi est la e

Un autre style de musique que j'aime est le country. La musique country est comme lire ou écouter une histoire. Cette histoire est des fois triste et autre temps joyeux. Mon chanteur préférer est Kip Moore parce qu'il est tellement beau et sa musique m'inspire.

Pour conclure, j'aimerai constater que la musique fait partie de ma vie et sans la musique le monde ne sera pas très amusant. Les différents types de musique t'a aidé à mieux comprendre que je suis.

Grade 9 Writing Sample

PIF9
Les émotions des genres de la musique

Les différentes genres de musique évoques des différentes émotions. Aussi les différentes genres de musique ont des différent émotions là-dedans.

Par example, la musique populaire est souvent à propos des relations personelles. Quand tu l'entends, les émotions évoquées sont de la tristesse ou la joie. Une example est « Stay With Me » par Sam Smith qu'évoque cle la tristesse.

Deuxièmement, la musique country est à propos des fêtes et des bons temps. Alors les émotions évoquées sont la joie et peut être l'extasie. Une example est « Red Solo Cup » par Toby Keith, qui évoque de la joie.

→

Finalement, je considérais la musique classique. La musique classique n'a souvent pas de mots et la mélodie est lente. Alors la musique classique est calmante. Par example, la chanson « To Build A Home » jouer par Cinematic Orchestra est calmante. J'écoute cette chanson quand je veux m'en dormir.

Chaque genre de musique évoques beaucoup d'émotions. Les différentes genres évoque différentes ou peut être, les mêmes émotions. Mais, en tout, chaque chanson et chaque genre évoques des différentes émotions.

Grade 9 Writing Sample

PIF9 Genres d'émissions préférées

Pendant la fin de semaine je vais écouter des émissions de télévision. J'écoute les différents genres d'émissions, comme «Grey's Anatomy» qui est dramatique. Aussi j'aime regarder la chaîne «History» parce que ça m'intéresse. J'écoute aussi «The Big Bang Theory» parce que c'est drôle. La genre est comédie. Une de mes émissions préférés est «Criminal Minds» parce que les mystères ont de la suspense.

Je regarde Netflix beacoup. J'écoute des films à Netflix. J'écoute aussi «Grey's Anatomy» et «Vampire Diaries» à Netflix. Les deux genres sont dramatique et romantique. J'aime Netflix parce que je peux regarder des anciens programs, comme «Different Strokes» et des films.

Je n'aime pas les programs «Pretty Little Liars» parce que ca me n'intéresse pas. Je n'aime pas la chaîne «Family» parce que c'est pour les enfants.

Je déteste les documentaires parce qu'ils sont très ennyeux.

Mes trois émissions préférés sont « Grey's Anatomy » qui est dans le genre dramatique, « Vampire Diaries » qui est dans le genre. fiction, dramatique et romantique, « Criminal Minds » qui est du genre mystères suspense. Mes genres préférés sont mystères et dramatique.

Grade 9 Writing Sample

Le congé de mars

12/mars/15

Pendant le congé de mars, jai fait beaucoup de choses incroyables! Les trois choses principales que jai fait sont: joué au hockey tout autour de la province, allé a un voyage avec ma famille, et allé au cinema pour regarder un film!

Le samedi que le congé a commencé, ma famille et moi, nous avons conduit à la province du Québec! Quand nous sommes arrivés à la Ville de Quebec nous avons trouvé un avenue massif pour faire le magasinage. Dimache matin, je suis allé à Val Cartier pour faire de tobbogan. Nous avons resté a la place pendant cinq heures! Il y a des collines là qui sont 80m en hauteur! C'était une experience fantastique!

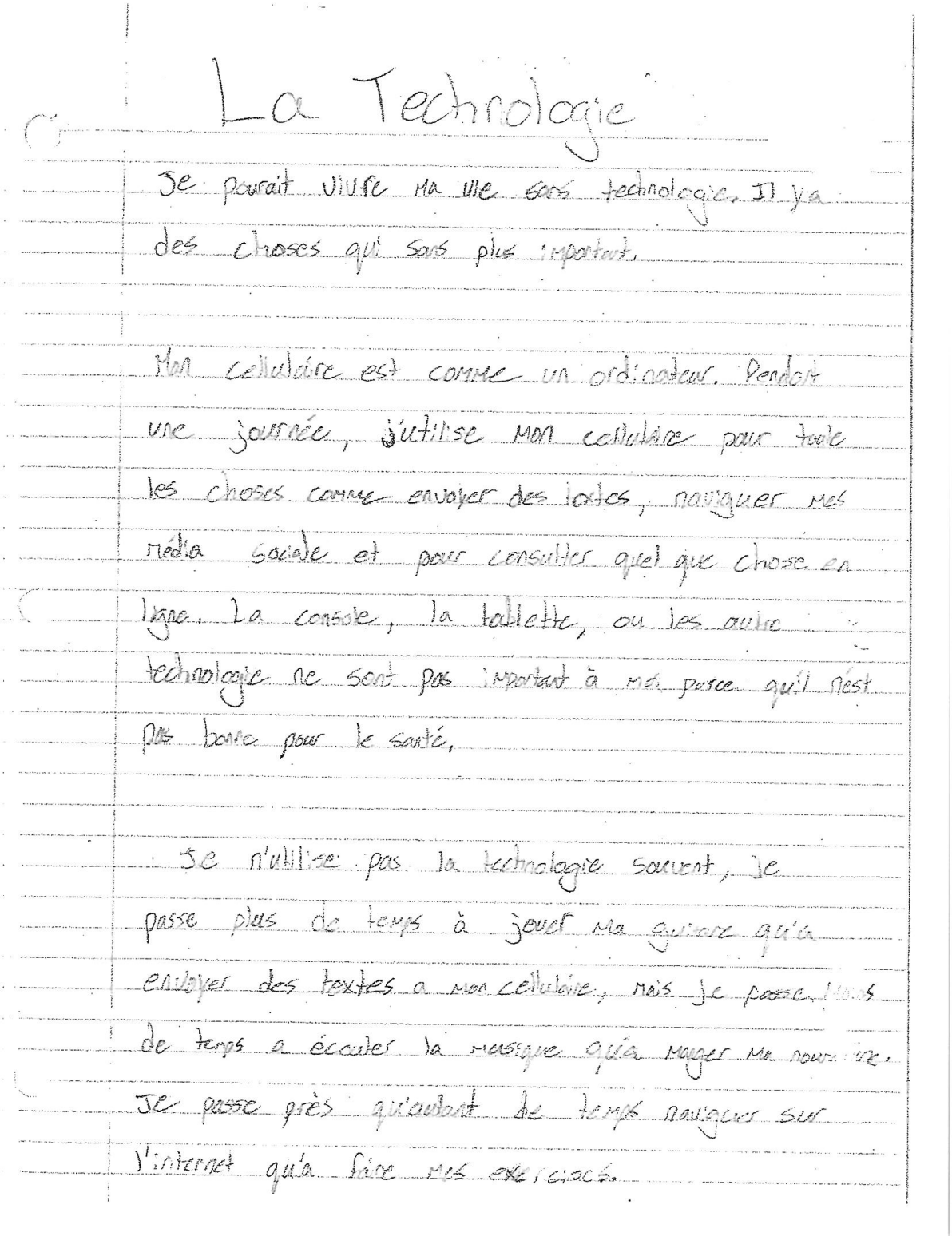
Quand je suis revenue à ma maison, j'étais vraiment occupé! Partout la semaine, j'ai joué au hockey beaucoup; pour les practiques et les matchs! Je suis allé à Moncton, Bathurst, Miramichi, et Nequac. Ça prenait beaucoup de temps, mais j'adore ~~je l'adore~~ j'adore beaucoup!

Finalement, pour finir le congé dans une note haute, je suis allé au cinema pour regarder un film! Le film que jai regardé était "Focus" avec Will Smith! C'était extrêmement bon. Aussi, nous sommes allés à Pita Pit aprés pour manger le souper!

Ce congé de mars était vraiment

superbe. J'espère que les voyages dans le
future seront plus extraordinaires de ce congé
qui a juste passé!

Grade 10 Writing Sample

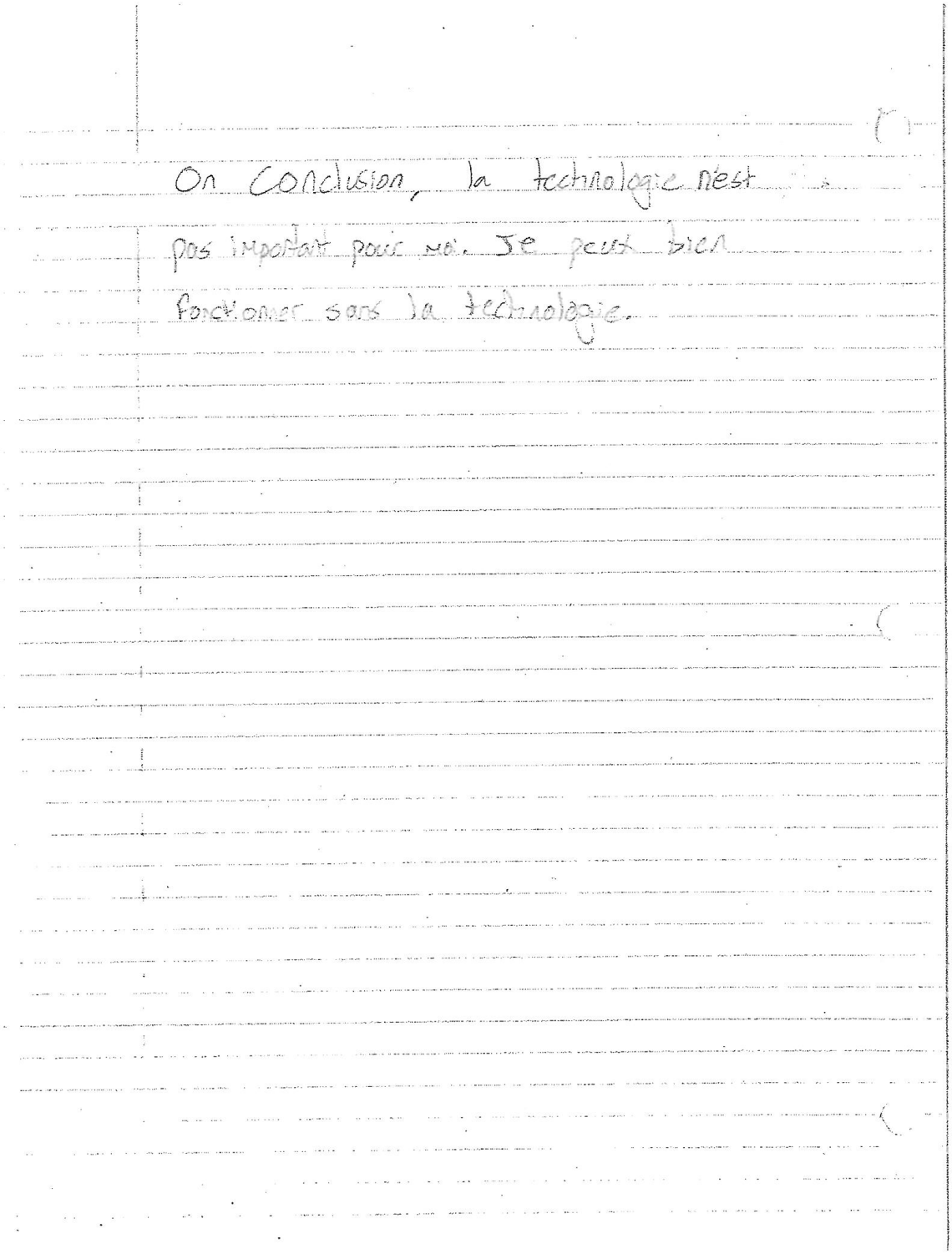


La Technologie

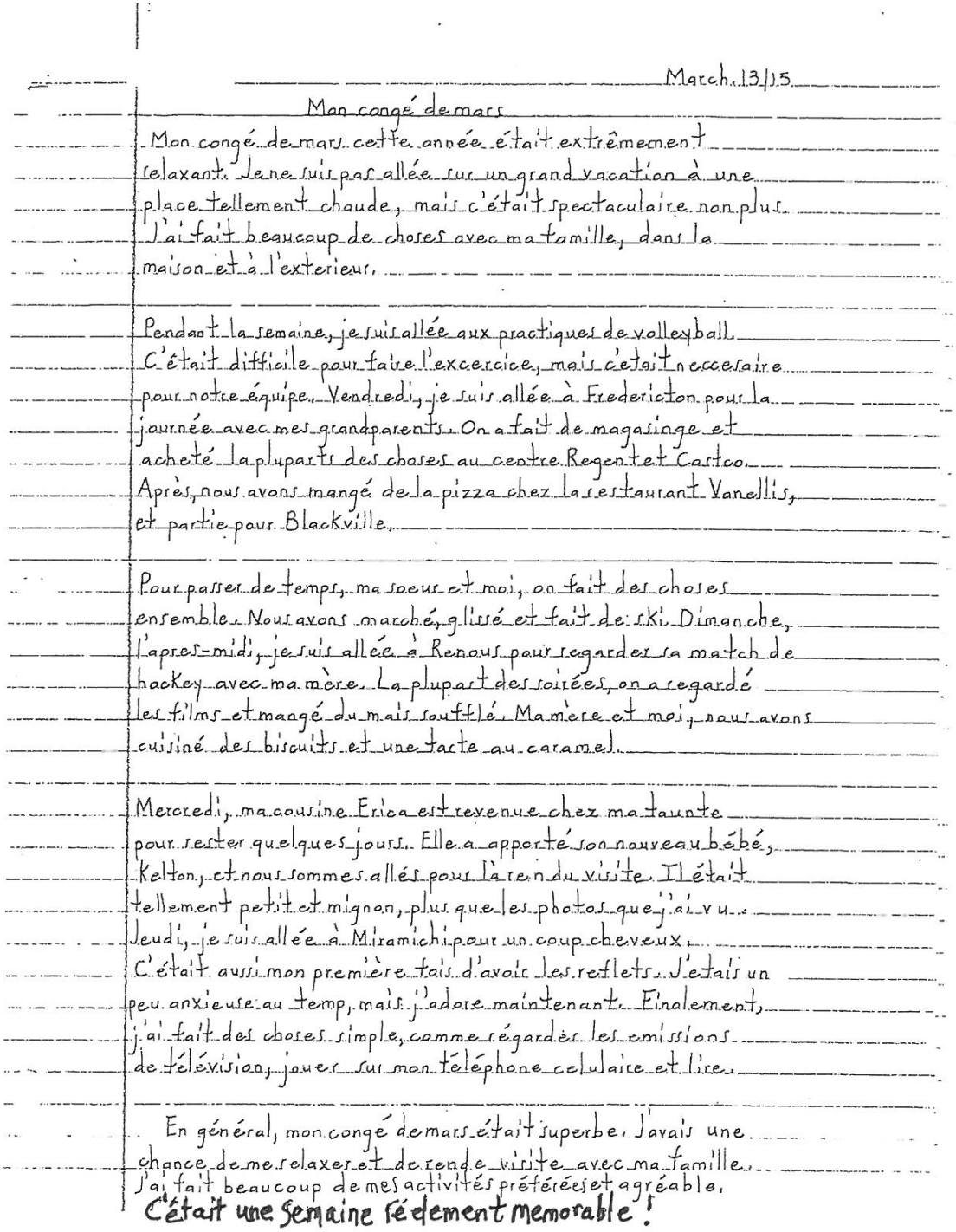
Je pourait vivre ma vie sans technologie. Il y a des choses qui sans plus important.

Mon cellulaire est comme un ordinateur. Pendant une journée, j'utilise mon cellulaire pour faire les choses comme envoyer des textes, naviguer mes média sociale et pour consulter quelque chose en ligne. La console, la tablette, ou les autre technologie ne sont pas important à moi parce qu'il n'est pas bonne pour le santé,

Je n'utilise pas la technologie souvent, je passe plus de temps à jouer ma guitare qu'à envoyer des textes a mon cellulaire, mais je passe plus de temps a écoutes la musique qu'à manger ma nourriture. Je passe près qu'autant de temps naviguer sur l'internet qu'à faire mes exercices.


En conclusion, la technologie n'est pas important pour moi. Je peut bien fonctionner sans la technologie.

Grade 10 Writing Sample



March 13/15

Mon congé de mars

Mon congé de mars cette année était extrêmement relaxant. Je ne suis pas allée sur un grand vacation à une place tellement chaude, mais c'était spectaculaire non plus. J'ai fait beaucoup de choses avec ma famille, dans la maison et à l'exterieur.

Pendant la semaine, je suis allée aux practiques de volleyball. C'était difficile pour faire l'excercice, mais c'etait neccesaire pour notre équipe. Vendredi, je suis allée à Fredericton pour la journée avec mes grandparents. On a fait de magasinge et acheté la plupart des choses au centre Regent et Carloo. Après, nous avons mangé de la pizza chez la restaurant Vanellis, et partie pour Blackville.

Pour passer de temps, ma soeur et moi, on fait des choses ensemble. Nous avons marché, glissé et fait de ski. Dimanche, l'apres-midi, je suis allée à Renous pour regarder ma match de hockey avec ma mère. La plupart des soirées, on a regardé les films et mangé du mais soufflé. Ma mère et moi, nous avons cuisiné des biscuits et une tarte au caramel.

Mercredi, ma cousine Erica est revenue chez ma tante pour rester quelques jours. Elle a apporté son nouveau bébé, Kelton, et nous sommes allés pour la rendu visite. Il était tellement petit et mignon, plus que les photos que j'ai vu. Jeudi, je suis allée à Miramichi pour un coup cheveux. C'était aussi mon première fois d'avoir les reflets. J'etais un peu anxieuse au temp, mais j'adore maintenant. Finalement, j'ai fait des choses simple, comme régarder les emissions de télévision, jouer sur mon téléphone celulaire et lire.

En général, mon congé de mars était superbe. J'avais une chance de me relaxer et de rende visite avec ma famille. J'ai fait beaucoup de mes activités préférées et agréable. C'était une semaine fé dement memorable!

Titre: Mon congé de mars	Litho: _____
Année: 10e Post-FI	Genre : Narratif

	S	A	É	Commentaires:
Contenu		x		Toutes les idées sont reliées au sujet. L'auteur inclut des détails : *C'était difficile pour faire l'exercice, mais c'était nécessaire pour notre équipe; La plupart des soirées, on a regardé des films et mangé du maïs soufflé.*
Organisation		x	**x**	Il y a une introduction (*Mon congé de mars cette année était extrêmement relaxant…)*, un développement (trois paragraphes) et une conclusion claire (*En générale, mon congé de mars était superbe*…) Inclut plusieurs expressions de transition : *Pendant la semaine, pour passer de temps, Mercredi, En général*
Structure de phrase		x		Inclut des phrases composées et complexes. *Il était tellement petit et mignon, plus que les photos que j'ai vu.* *J'étais un peu anxieuse au temps, mais j'adore maintenant.* Il y a beaucoup de variété dans le style de phrases et la longueur des phrases.
Choix de mots		x		Dans ce texte on voit l'utilisation de beaucoup d'adverbes et d'expressions adverbiales : *une place tellement chaude, La plupart des choses; Dimanche, l'après-midi, pendant la semaine; finalement* L'auteur inclut beaucoup d'adjectifs : *relaxant, chaude; petit et mignon, anxieuse, superbe…* L'auteur tente d'utiliser plusieurs expressions. Il y a parfois quelques petites erreurs qui accompagnent l'utilisation de nouvelles expressions. *Un coup cheveux, des reflets;*
Conventions		x		Démontre un bon contrôle des temps du passé et une compréhension de quand employer l'imparfait et le passé composé : *Il était tellement petit et mignon, plus que les photos que j'ai vu.* Démontre un bon contrôle de genre et de nombre : Une place tellement chaude; Je suis allée à Miramichi; j'étais anxieuse L'accord sujet-verbe : *Ma cousine est revenue*
Voix		x		La personnalité de l'auteur est évidente dans son écriture : *J'étais un peu anxieuse,* *mais j'adore maintenant; Finalement, j'ai fait des choses simples…*
Niveau		x		Approprié
Recommandations: Vérification de l'orthographe et travail sur l'article partitif (faire du magasinage, faire du ski); complément d'objet direct (je l'adore).				

S=Sous la norme **A**=Approprié **É**=Élevé

Grade 11 Writing Sample

Une Photographe du Faim de Sudain

Qui : Le photographe de cette photo est Kevin Carter. C'est une photo d'un petit garçon en Sudain et d'un vautour (vulture) qui le regard pour le manger.

Quoi : Dans La photo qui avait gagné le Pulitzer Prize pendant l'année 1994, il y avait un petit garçon sur le terrain, qui était regardé par un vautour.

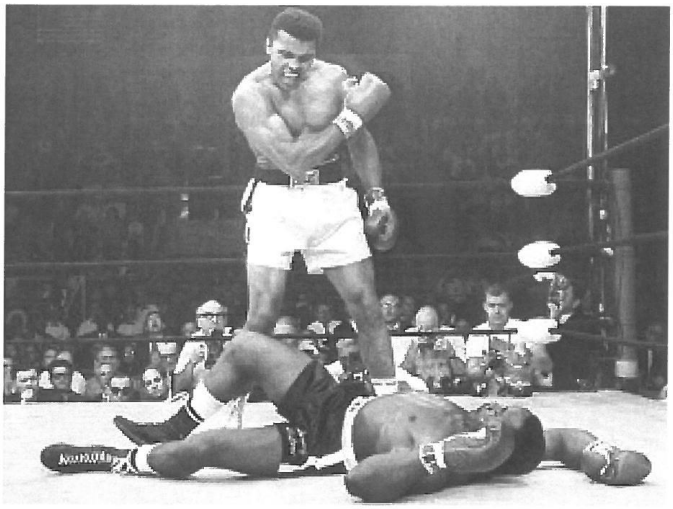
Ou : Cette photo était prise en Sudain.

Quand : Cette photo était prise dans l'année 1994 en Sudan pendant le faim de Sudain. C'était pris pendant la journée

Pourquoi : L'image illustre l'enfant qui essaye d'aller vers un camp de la nourriture des Nations Unies, situé à un kilomètre. Mais il n'a pas l'énergie pour y arriver.

Comment : Il n y a pas beaucoup de nourriture pour des personnes qui vie en Sudan.

Grade 11 Writing Sample



Qui – Muhammad Ali (debout sur) Sonny Liston

Quoi – Ali VS Liston 2. Match revanche pour la World Heavyweight Championship de boxe.

Quand – La lutte a eu lieu en mai 1965.

Où – Le combat de championnat a eu lieu à Lewiston, Maine

Pourquoi – La lutte historique a changé l'histoire de la boxe et fait Ali connu pour être le plus grand. Dans le précédent combat (quand Muhammad Ali était encore Cassius Clay) Ali à été bouleversé parce-que Liston à abandonné au septième tour après être dominé dans la sixième. Ils ont jamais fini le combat, et Sports Illustrated magazine à nommé la lutte le quatrième plus grand moment de sport au vingtième siècle ! Donc venir en revanche Ali à décidé de terminer la lutte aussi rapidement que possible, et Liston à été défait à mi-chemin à travers le second tour.

Comment – Ali avait frappé son oppenont Liston dehors du milieu de la première manche et un journaliste à capturé le phénomène en action, tel qu'il a pris une photo de Ali debout sur sa proie bat!

Grade 11 Writing Sample

Mes Plans Pour L'avenir

Cette été je vais travailler au plage Lily. C'est au parc Rockwood. Cette année va être mon troisième année que je travailler au Lily j'adors travailler dehors même si ca pleuve. Le plage Lily n'est pas trop occupé par de personnes, main il y a au moin un Camp par jour, Sauve les fins de Semaines.

Pendant l'été je vais voyager au Virginia dans L'étas Unais avec ma meilleur amie, Jocelyn. En Virginia ~~on vas~~ nous aions aller au Washington pour aller au zoo. J'avais voyagé au Virginia avec Jocelyn deux autres fois dans ma vie est c'était tellement amusante.

Après avoir finir de travailler et voyager je vais aller au Collége de Saint Jean pour prenire la Course d'infirmière. C'est mon rêve d'être un infirmière est je suis très exciter pour Septembre.

A l'age de 26 ans je veux Commencer une famille. Je veux seulement un enfant. Si c'est une fille elle sàpeller Audrey, garçon; Atticus. ~~Actuellement~~ l'instant je ne c'est pas ou je vivrais main ca va être en canada. C'est le plus beau pays du mende!

Grade 12 Writing Sample – Appropriate and Rationale for Sample Text

le 3 juin 2015
Memoir

Je vais vous raconter dans les paragraphes qui suivent, l;histoire de ma vie. Je vais inclure des moments heureux et des moments qui m'ont permis d'approfondir mes connaissances et former qui je suis aujourd'hui à l'âge de 90 ans. Je vais discuter de mes souvenirs d'enfant et mes meilleurs souvenirs quand j'étais dans ma adolescence et ma vingtaine. Je vais ensuite parler de ma famille et mes enfants. Je vais aussi inclure mon cheminement avec ma carrière comme ingénieur biomédical. J'espère que vous allez aimer lire à propos de ma vie.

Je suis née à Fredericton, Nouveau Brunswick. J'étais née en l'hôpital dans la ville. Ma date de naissance est le 14 octobre 1997. J'ai une mère, un père, et un frère. Ma mère s'appelle Valerie, mon père s'appelle Martin, et mon frère s'appelle Will. Nous sommes la famille Marshall. Ma mère était une enseignant et mon père était un forestier. J'ai vécu dans la même maison rouge à l'avenue de 83 Lakeview pour tout mon enfance. J'ai vraiment aimé vivre dans cette maison avec ma famille.

Mes passe-temps préférés quand je grandissais étaient la danse, le piano, et la natation. J'ai pris les cours de danse pendant 12 années. J'ai pris les classe dans la danse de tap, le jazz, le hip-hop, le ballet, et le comtemporain. J'aime beaucoup la danse. Mon mari et moi pouvons aussi faire certaines danse de salle de bal comme la valse, le salsa, et le jive. Nous aimons vraiment danser ensemble. J'ai aussi pris des leçons de piano pendant 12 années. J'aime jouer la musique classique. J'ai aussi enseigné des leçons de piano pendant beaucoup d'années. J'aime enseigner le piano et la musique aux enfants. Aussi, j'aime beaucoup faire la natation. Entre 16 à 21 j'étais une sauveteur. J'ai passé beaucoup d'étés travailer comme une sauveteur à un camp. C'était un de mes travaux préférés.

J'avais deux meilleur amies quand je grandissais. Elles s'appelle Haley et Rebecca. J'ai devenue des amies avec Rebecca pendant que j'étais en septième année et Haley pendant que j'étais en huitième année. Elles sont très différents mes je les aime les mêmes. Rebecca est un an plus vieux que moi et Haley est le même âge que moi. Beacoup de gens pensent que Rebecca et moi sommes des jumelles. Nous sommes tous les deux grande avec les cheveux blonds, les yeux bleus, et les configurations faciales semblables. Moi et Haley sommes des opposúx mais nous sommes des très bonne amies. J'aime mes meilleur amies beaucoup et je suis encore des amies avec eux aujourd'hui.

J'avais beaucoup d'événements joyeux dans ma vie mais les plus importants est quand je me suis mariée et quand j'ai eu mes enfants. Je me suis mariée quand j'avais 23 ans et j'ai marié mon meilleur ami et l'amour de ma vie. Le 23 juin est notre anniversaire et nous serons mariés pendant 65 années. Je l'ui aime beaucoup. Quand j'avais 27 ans j'ai eu mon premier fils, Henry. Après, quand j'avais 28 ans j'ai eu mon deuxième fils, Isaac et quand j'était 30 ans j'ai eu ma troisième et final enfant, ma fille, Nora. Maintenant Henry est un

ingénieur civil, Isaac est un avocat, et Nora est un docteur. J'aime ma famille est je suis très fier d'eux.

J'avais aussi des événements pas aussi joyeux dans ma vie. L'événement le plus évident serait quand mon mari est mort. J'avais 88 ans et il avait 90 ans. Il a eu une crise cardiaque pendant son sommeil un nuit est morte. C'était un temps triste et il n'y a pas un jour qui ce passe que je ne pense pas à lui. C'a été très dur sur moi et ma famille mais nous savons qu'il est dans un meilleur endroit maintenant et qu'on va se voir encore un jour.

Après que j'ai reçu ma diplôme de lycée, je suis allé à l'université du Nouveau Brunswick pendant 6 années et suis devenue un ingénieur biomédical. Suivant ce degré, j'ai continué à aller à l'école médical pour 4 années est devenue un docteur dans ce domaine. J'ai passé beaucoup de temps à travailler au Canada et aussi autour de l'Amérique de Sud. Les premières années, j'ai travaillé au Canada mais j'ai passé les prochain 7 années a traversée autour l'Amérique du Sud pour faire le travail mission avec les autres docteurs. Après ces 7 années j'ai retoumer au Canada pour travailler. J'ai vraiment aimé les années que j'ai passées comme un docteur biomédical.

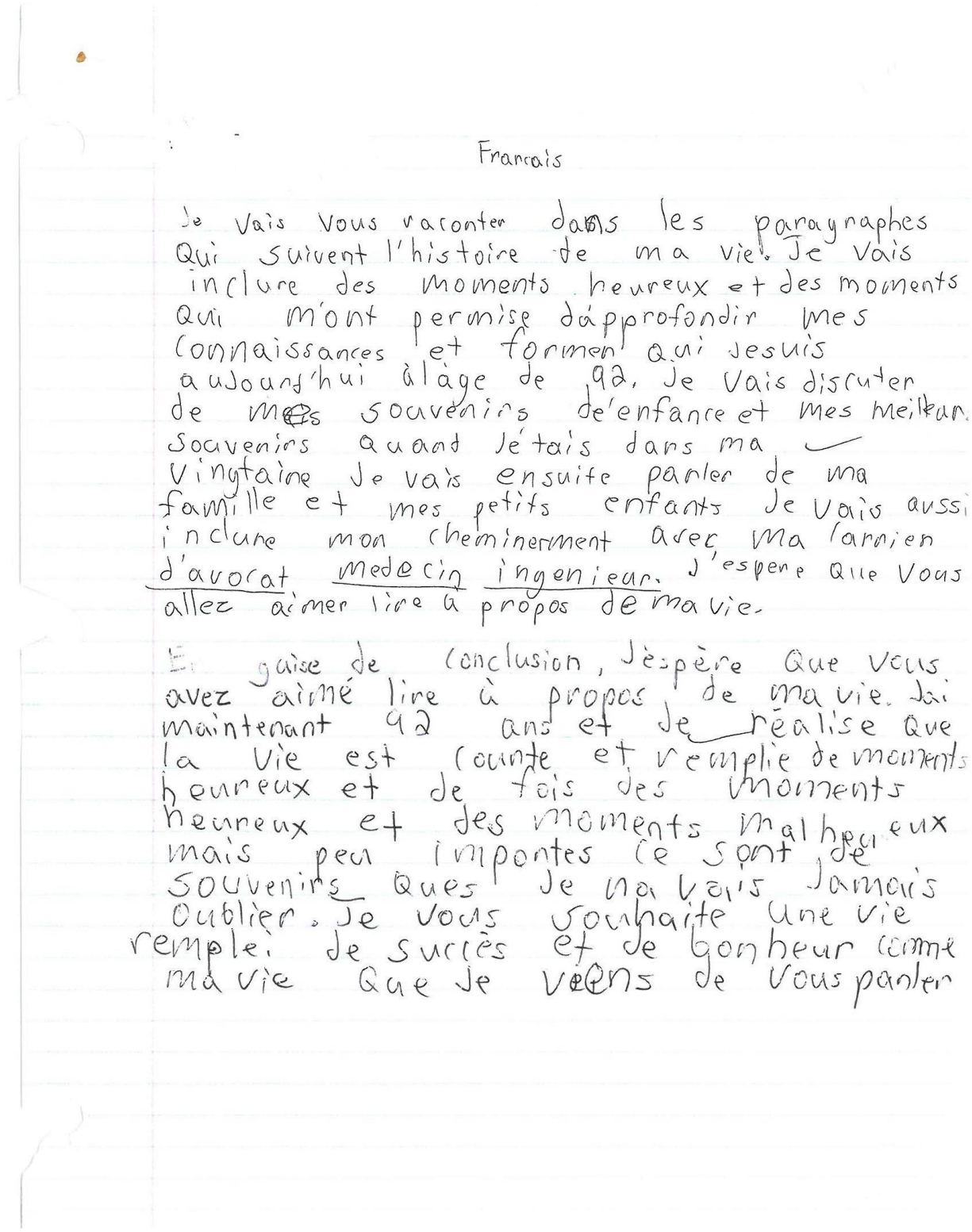
Quand j'avais 21 ans je suis allée travailler en Australie pour l'été. C'était un des meilleurs étés que j'ai j'amais passés. J'ai fait un co-op d'ingénierie et c'était incroyable. J'ai appris beaucoup de choses et j'ai rencontré les personnes fantastiques, même mon futur mari. Nous avons passé un été mervielleux ensemble et après, il a revenu au Canada avec moi pour terminer son degré en ingénierie mécanique. Je reste en contact encore avec certaines des personnes que j'ai rencontrées quand j'étais là.

En guise de conclusion, j'espère que vous avez aimé lire à propos de ma vie. J'ai maintenant 90 ans et je rèalise que la vie est courte et remplie des moments heureux et des fois des moments malheureux mais peu importes ce sont des souvenirs que je ne vais jamais oublier. Je vous souhaite une vie remplie de succès et de bonheur comme ma vie que je viens de vous parler.

Rationale for Sample Text – Appropriate (12)

Titre: Memoir				Litho :
Année: 12ième année				Genre: Mémoire/auto-biographie
	S	**A**	**É**	Commentaires:
Contenu			x	• Inclut des évènements relatifs à son sujet : Passe-temps, ses amis, des évènements joyeux. • Ajoute plusieurs détails intéressants : Comparaison de ses amis Rebecca et Haley, décrit son cheminement en éducation.
Organisation		x		• L'introduction et la conclusion sont claires et précises : en guise de conclusion, • Inclut des mots de transition plus complexes : en guise de conclusion, quand j'avais 21 ans, après que j'ai reçu… • Le dénouement est bien organisé en suivant un ordre chronologique
Structure de Phrase		x		• Inclut des phrases complexes : *Mes passe-temps préférés quand je grandissais étaient…; J'avais beaucoup d'événements joyeux dans ma vie…* • Inclut certaines phrases composées : *J'ai appris beaucoup de choses et j'ai rencontré les personnes fantastiques.* • Inclut la variété dans la longueur des phrases et varie le début des phrases. • La structure de la phrase est bonne en général. On peut bien comprendre en dépit des petites lacunes de syntaxe. *Il a eu une crise cardiaque pendant son sommeil une nuit est morte.* • Inclut les types de phrases appropriés pour ce genre de texte (mémoire). *Il n'y a pas un jour quand je ne pense pas à moi.* (phrase négative)
Choix de Mots		x		• Inclut des mots reliés aux unités et certains mots plus riches : *Lycée, le cheminement, ingénieur médical, mon futur mari, un sauveteur, la valse, le plus évident, suivant, les configurations faciales semblables* • Utilise les verbes de façon assez habile *: Je réalise, J'ai vécu, Après que j'ai reçu, quand je grandissais.* Utilise des adjectifs riches *: merveilleux, incroyable, fantastique, joyeux.*
Conventions		x		• A un contrôle approprié du temps des verbes : *J'ai travaillé au Canada; Elles sont très différentes, je suis née.* • Épelle les mots correctement : *Ingénieur; les paragraphes; d'approfondir; merveilleux* • Genre et nombre : *Beaucoup de gens pensent que Rebecca et moi sommes des jumelles.* • Accord des verbes *: Je suis née; Nous serons mariés; Je suis allée*
Voix		x		J'espère que vous avez aimé lire à propos de ma vie. Je vous souhaite une vie remplie comme ma vie que je viens de vous parler.
Niveau		x		
Recommandations: Inclure une variété de mots de liaison afin d'améliorer la structure du texte Améliorer l'utilisation des pronoms personnels. Varier les types de phrases et inclure des adverbes.				

Grade 12 Writing Sample - Modified



Francais

Je vais vous raconter dans les paragraphes Qui suivent l'histoire de ma vie. Je vais inclure des moments heureux et des moments Qui m'ont permise dapprofondir mes connaissances et formen qui jesuis aujourd'hui àlage de 92. Je vais discuter de mes souvenirs de'enfance et mes meilleur. Souvenirs quand jétais dans ma Vingtaine Je vais ensuite parler de ma famille et mes petits enfants Je vais aussi inclure mon cheminerment avec ma carrien d'avocat medecin ingenieur. J'espere Que Vous allez aimer lire à propos de ma vie.

En gaise de conclusion, Jèspère Que vous avez aimé lire à propos de ma vie. Jai maintenant 92 ans et je réalise Que la vie est courte et remplie de moments heureux et de fois des moments heureux et des moments malheureux mais peu importes ce sont de souvenirs Ques Je ne vais Jamais Oublier. Je vous souhaite une vie remplei de succès et de bonheur comme ma vie Que je viens de vous parler

Grade 12 Writing Sample – Accommodated

May 26, 2015

French 12

Je vais vous raconter dans les paragraphes qui suivent l'histoire de me vie. Je vais inclure des moments heureux et des moments qui m'ont permis d'approfondir mes connaissances et former qui je suis aujourd'hui à l'âge de 92 ans. Je vais discuter de mes souvenirs d'enfance et mes meilleurs souvenirs quand j'étais dans ma vingtaine. Je vais ensuite parler de ma famille. Je vais aussi inclure mon cheminement avec ma carrière- une psychologiste. J'espère que vous allez aimer à propos de ma vie.

Dans les quelques phrases suivantes ~~lignes~~, je raconterai ce que je connais de ma naissance. Ma date de naissance est le 31 octobre, 1997. Ma place de naissance est Petewawa, Ontario. Mon père s'appelle Todd et ma mère s'appelle Christine. Après moi, il y a trois enfants qui s'appellent Hannah, Zachary, et Lydia. Aussi mon chat s'appelle Rocky.

Le 2 de septembre, 2002, j'ai commencé l'école à NMES. Pour 2ieme année, je suis allée en Nouvelle Ecosse pour trios années. Pour 5ieme année, j'ai fini dans le Nouvelle Brunswick. Pour le 6ieme année, je suis allée à Albert Street et pour 7 et 8 je suis à Bliss Carmen. Pour école secondaire, je suis à FHS et j'ai terminé en 2015.

Ma préférences pour mes passe-temps, sont lire, écrire et travaille avec les enfants. Mes amis que plus spéciaux s'appellent Emily Hebert. Elle est gentille et amusante pour parle avec. Avec Emily, j'ai faire les activités après l'école. Aussi, elle dit à moi un de la chanson j'ai panse est super! La chanson s'appelle <Soldertino>.

Ma meilleure amie s'appelle Emily. Quand j'étais en la 10ieme année, un autre ami, Molly, manage avec moi et Emily manage avec. Elle est super amusante et gentille aussi elle est sensible. J'adore elle parce qu'elle est comme une sœur.

Mes valeurs sont plus importante que l'argent, j'ai ne pense ~~pas~~ la plus importante chose et n'est pas une bonne raison pour être heures es. Mes amis sont ma plus importante personnes- autre que ma familles- dans ma vie.

Aujourd'hui, je ne suis pas allée à un autre endroit parce que j'ai travaillé à ma maison. Mon travaillé est une psychologue. J'ai fini 8 année de l'école et une année de travaillé. Mon plus important rêve est allé en Europe. Mes gouts sont lire, écrite et travaillé avec les enfants. J'aime lire les livres de la magie, et sur la dyslexie.

Les choses les plus excitantes à travers les jours. Mon plus ~~joyeux~~ voyage est mon voyage à Québec. Son bon parce que sais un place avec histoire et la place avec la bonne nourriture.

Ma vie son plus joyeux et intéressant. Je n'ai pas changé une chose j'ai faire parce que sont le plus super!