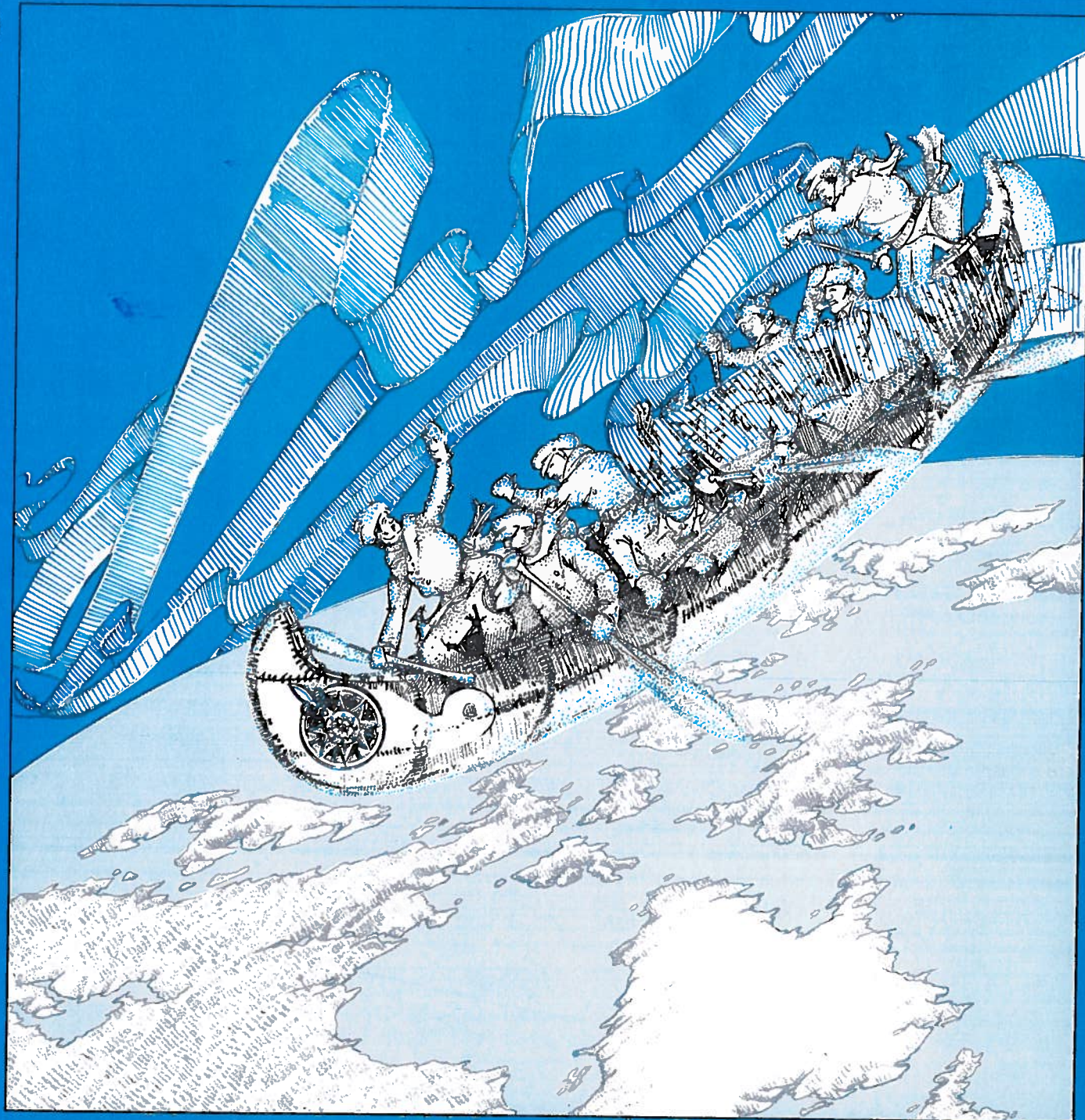




FRENCH AS A SECOND LANGUAGE



FRENCH AS A SECOND LANGUAGE CURRICULUM

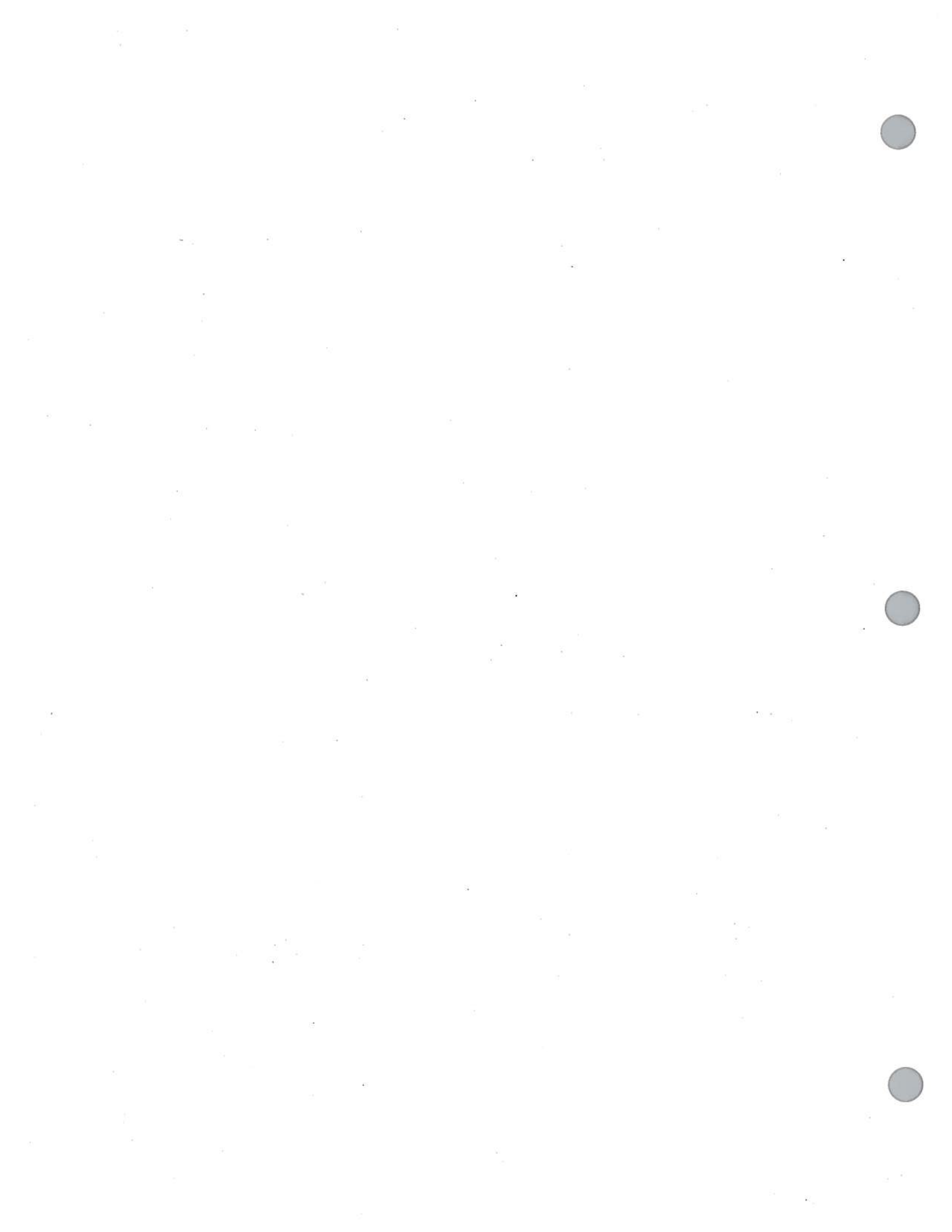
LEVELS: - BEGINNER
- INTERMEDIATE
- ADVANCED

GRADES 1 TO 12

1994

NORTHWEST TERRITORIES

DEPARTMENT OF EDUCATION, CULTURE AND EMPLOYMENT
YELLOWKNIFE, N.W.T.



**A WORD FROM THE MINISTER
OF EDUCATION, CULTURE AND EMPLOYMENT**

At the dawn of the twenty-first century, constant and rapid technological change continues to considerably shorten distances between the various points of the globe. It therefore becomes increasingly important for each of us to learn one or even several languages other than our own and to develop an awareness of other cultures, especially those that are part of our environment and most accessible to us.

The Northwest Territories presents an incomparable cultural mosaic made up of the Dene, Cree and Inuit peoples and of many other non-native ethnic groups, one of which is the Francophone community. In fact, Canada as a whole is a veritable cultural kaleidoscope, populated by more than a hundred different ethnic and cultural groups.

Language is a communication tool that allows an individual or a community to express its views, values and beliefs. It is moreover a vehicle of sociocultural values. So, by learning another language one comes to discover and understand another's culture, outlook and way of doing things. This understanding of another culture with its manifold similarities and differences broadens a student's view of the world.

Knowledge of the French language, as well as any other of the official Northwest Territories' languages, is not only worthwhile, but also a great asset for any student. Learning another language develops open-mindedness and a greater understanding and respect for other ethnic groups, while at the same time building up one's own self-esteem and sense of identity.

The student who chooses to learn French as a second or third language has a unique opportunity to discover various facets of the contemporary life of Francophones in the Northwest Territories, in Canada and throughout the world. The student will also come to develop a greater awareness of other cultures through the many activities suggested in the French Second Language Studies Program.

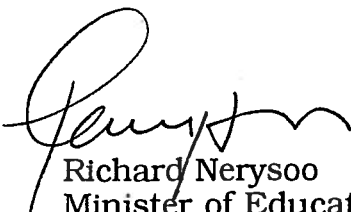

Richard Nerysoo
Minister of Education,
Culture and Employment

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INTRODUCTION

In the Northwest Territories (N.W.T.), the term 'French as a Second Language' refers to the teaching of the French language as a subject, and it is designed for students whose first language is not French.

The French as a Second Language curriculum adheres to the guiding principles and philosophy expressed by the Department of Education in the document entitled "Education in the Northwest Territories (1988)". The curriculum, which focuses on the learner, teaches students to develop communication skills in the second language at various levels, allowing them to communicate their experiences in situations relevant to their needs. The curriculum acknowledges, respects and reflects their experiences, their cultural background, their interests and their environment. It not only contributes to the development of language skills, but it also contributes to the student's overall development, to his/her self-confidence, to social values and to the strengthening of his/her identity while discovering, understanding and appreciating other cultures through a variety of authentic learning situations that s/he will experience.

Approximately 20 years ago, the teaching of French as a Second Language stressed linguistic competence; that is, the knowledge of rules governing the language system. In the 1980s, the emphasis was placed on communication skills, with a focus on language functions. In the 1990s, the teaching of French as a Second Language will emphasize the learning and practice of language in real life situations. The language activities that are proposed for the students must reflect their age, their experiences, their interests and the environment in which they grow. The student's knowledge, skills and attitudes will serve as a means of developing the communicative skills to interpret, express and negotiate meaning through oral and written texts. The practising of these texts, be it the understanding or the production of them, will convey various aspects of francophone cultures or of surrounding cultures, depending on the language activities or the field of experience to be presented to the students.

Normally, in the Elementary and Junior High Handbook (1991-1993), the Department recommends that at least one second language be taught, beginning with kindergarten, for a minimum 90 hours per year (about 150 minutes per week). In practice, those school jurisdictions that have decided to offer French as a Second Language in their schools, begin teaching it at either Grade One, Three or Four. The instruction varies from 40 to 200 minutes per week (from 25 to 100 hours per year) for Grades One to Nine and 125 hours per year for the students in Senior High grades. According to the National Core French Study, a minimum of 30 minutes per day is required to obtain basic knowledge of a second language. The acquisition of this language is dependent on the time and frequency the language is practised and on the quality of teaching.

Respectful of the progression and continuum of the students' learning, the French as a Second Language curriculum is divided into three levels, or nine sublevels, of language competence, starting from Beginner 1 to Advanced 3. Because of the diversity in class time, frequency of lessons, etc. in the N.W.T., it would be impossible to expect all students in the N.W.T. to reach the sublevel Advanced 3. It is likely that in terms of language competence, the objective at one school may be Intermediate 3 at the end of Grade Twelve, while at another school it could be Advanced 1. Ideally, the minimum level of language competence to be obtained by the end of high school would be Intermediate 3. The Advanced 3 level of language competence could be attained where students receive quality teaching for at least 90 hours per year from Grades Three to Nine, and 125 hours per year from Grades Ten to Twelve.

RATIONALE

Learning French as a second language will enable learners to acquire the knowledge, skills and attitudes needed to communicate in French, at their level of language proficiency, in real life situations. French is a language that is alive, rich and thriving. It is spoken daily by approximately 200 million people throughout approximately 40 countries. In Canada, French is one of the two official languages recognized at the federal level. In the Northwest Territories, it is one of the eight official languages. More than 6 million Canadians are Francophone and close to 9 million people understand and speak French in Canada. The French language is, therefore, an important part of life for a large number of Canadians.

As they learn French, learners will come to recognize the cultural diversity found in their school, their community, as well as at the territorial, national and international levels. Through the various experiences that they will encounter, they will be in a better position to understand Canadian Francophone cultures as well as the cultures of the international French-speaking community. Learners will also become more sensitive to diverse aspects of other cultures, especially those found in the Northwest Territories.

Teaching learners to develop thinking skills, learning strategies, communication strategies, and social strategies will provide them with tools that will serve them for the rest of their lives. Learners who learn a second language will enhance their language proficiency in general, and will consequently be better equipped to understand the diverse components of a language and the role that language and culture play in their lives.

The skills and strategies that the learners will develop during the course of their studies of French as a second language will enable them to take charge of their learning, not only in acquiring a second language, but in other spheres of activities in which they will evolve.

In addition to developing intellectual skills, learning a second language will help the learners to better understand and respect people of all other cultures. The learning of a second language will help these adults of tomorrow, to be more open-minded toward the peoples of the world thereby fostering world harmony.

PHILOSOPHY

Acquiring a second language in the Nineties

The learning of a second language constitutes, for the student, the progressive and continued acquisition of a set of knowledge, skills and attitudes necessary to communicate with a French-speaking interlocutor.

To enable the student to communicate is to enable him to understand, to produce and to negotiate statements in terms of a communicative intent and with appropriate and relevant contexts in the classroom, school or elsewhere.

Comprehension by the student means to extract the meaning of an oral or written message in keeping with the given communicative intent.

Production implies the creation of oral or written statements destined for one or more interlocutors. The production must be in keeping with the communicative intent and with the communicative situation.

Negotiation implies the continual and reciprocal interaction and adjustment of the speakers and listeners as the conversation evolves. Negotiation is most evident in oral speech and it provides the dynamism. Negotiation avoids the use of memorized speech since the conversation evolves according to the speaker's reactions.

The French as a Second Language Curriculum for the Northwest Territories

The French as a Second Language Curriculum for the Northwest Territories is based on the following:

- * **the recommendations of the National Research on Basic French Programs (1990)** which advocate an experiential communicative approach to learning a second language. This approach is reflected in a multidimensional program that is composed of four components: the *communicative/experiential component*, the *language component*, the *culture component* and the *general language education component*. In effect,
 - the *communicative/experiential component* teaches learners to develop the skills of comprehension, production and negotiation from their previous and present experiences, interests, attitudes, behaviour and from the authenticity of their experiences yet to come;
 - the *language component* teaches learners to acquire and use sounds, written symbols, vocabulary, grammar, sentence syntax and discourses in the second language;

- the *culture component* teaches learners to be more sensitive to the system of ideas, behaviours, products and symbols shared by Francophones here and elsewhere. It also teaches learners to be more sensitive to the other cultures that make up the Northwest Territories' and Canada's multicultural kaleidoscope.
- the *general language education component* encourages the development of cognitive, socio-affective and metacognitive processes. General language education teaches learners to use a variety of strategies that will make it easier for them to understand and produce discourses.

The contents of these components are taught in an integrated fashion rather than individually, and in a variety of learning situations that are related to the experiences and interests of the learners.

- * **the guidelines of this curriculum are based on the learners' second language proficiency** rather than on the amount of knowledge to be acquired and mastered at the end of each academic level.

Second Language Learning That Is Centred on Learners' Needs, Interests and Experiences

The learning of a second language is no longer the object of a study per se or a quantity of knowledge utilized in artificial learning situations and to be ingested by the student. Rather, it is a means of communication which meets the learner's needs and interests by capitalizing on his daily experiences, his environment and his level of knowledge of French.

The curriculum's objectives are to assist the learners to develop learning strategies that will facilitate the acquisition of the second language and foster the development of a more responsible attitude toward learning in general. The curriculum recommends that the second language be learned with the context of the most authentic situations possible. Education projects will come out of the learners' fields of experience and will respect their physical, psychological and socio-affective development.

THE MULTIDIMENSIONAL CURRICULUM

This section will summarize the components of a multidimensional curriculum. It will enable the teacher to better understand and become familiar with the new philosophy of teaching French as a second language in the Northwest Territories. The teacher will also be able to increase his/her knowledge of the diverse components by referring to the bibliography.

The Communicative/Experiential Component

- *communication*

Communication must allow for a genuine *interaction* between two or more people (interlocutors) by establishing social contact, requesting information, expressing opinions, feelings, attitudes, by eliciting action or reactions from someone, etc.

- *experience*

The learner is not a "blank slate." Every learner, regardless of age, possesses a reservoir of personal experiences, knowledge, interests, attitudes, and behaviours, all of which are coloured by the student's perception of the world in which he evolves. These already acquired fields of experience will prove to be useful in his learning.

The fields of experience proposed in the curriculum reflect **the physical, social, civic, intellectual and leisure dimensions of the relationship between an individual and his/her environment.**

- The *physical dimension* includes all the fields of experience related to the survival of the individual and to his/her personal well-being: food, physical exercise, personal care and self-protection.
- The *social dimension* includes the fields of experience related to the family, school, friends, work, holidays and celebrations as well as social activities.
- The *civic dimension* consists of the fields of experience that are related to life in a community, especially from the point of view of individual responsibilities and privileges with regards to conservation and consumerism.
- The *intellectual dimension* includes the fields of experience associated with activities of the mind, such as arts and sciences.
- The *leisure dimension* includes activities that occupy the individual's free time (outdoor activities, trips and participation in clubs and associations).

The fields of experience, are in fact, the contexts that are to be used for the teaching of the second language and in the learner's overall development. In keeping with the different age groups of the learners, each field will be subdivided into more limited topics. Each topic will serve as an educational project upon which the various components of communication, culture, language and general language education will be developed.

Moreover, the curriculum proposes fields of experience that take into account the fact that **the learners live side by side, on a daily basis, with Aboriginal and multicultural populations** that are rich in traditions and knowledge. While learning the French language through the fields of experience, the learners will discover and/or become sensitive to the cultures of the diverse communities found in the Northwest Territories. By being associated (on a daily basis) with all of the various inhabitants of the Northwest Territories, the students should learn, through the different experiences they will have, to *better know and respect other cultures* and should, therefore, also learn to *expand their view of the world*.

The Language Component

Learning a second language requires the acquisition of a vocabulary, sentence and conversational structures (syntax), grammatical elements, and elements of written sounds and symbols. The comprehension and production of this analytical language or the *linguistic content* of the message make it possible for the learner to enunciate his communicative intent in various communicative situations.

The Culture Component

As they learn French, learners will also become *sensitive to the socio-cultural values* conveyed by the language. They will come to discover the historical and contemporary presence of Francophones at the local, territorial, national and global levels. The French cultures do not only consist of a set of traditions and customs (folklore) that are part of the French heritage. In fact, particular effort should be made to expose students to the daily lives of Francophones who live here and elsewhere.

The learner will *discover and/or become sensitive to Aboriginal and other cultures that exist in the diverse communities of the Northwest Territories*. Various educational projects help to develop a positive attitude towards other cultural groups while reinforcing the learner's own cultural identity.

The General Language Education Component

The Northwest Territories' multidimensional curriculum will offer learners the opportunity to round off their general education. The various fields of experience proposed by the curriculum make up an inventory of content that is linguistic, cultural and strategic in nature promote both the students' learning of a second language as well as their general education. Learners will come to acquire knowledge of the French language, Francophone cultures, and other cultures present in their environment as well as knowledge of various aspects of the society associated with their experiences. They will participate in activities that will give rise to questions that should not go unanswered. Students will become increasingly aware of the surrounding realities which will contribute to their overall personal development, rather than be considered simply as learners of a second language.

The *development of cognitive strategies* will teach students how to use their mental processes to gather information, identify key words and ideas, use linguistic signs such as closely-related words, do word associations, recognize or use words within a context, make deductions, inductions or inferences, etc.

In order to facilitate the comprehension or the production of a written or oral communication, learners may take advantage of the various accessories that accompany this communication: the prosodic elements (gestures, tone of voice, etc.), pictures or photographs, graphics, etc.

The *development of socio-affective strategies* will teach students to take risks, to request clarification, to express a message in different words, to perceive or discover the preferences and feelings of others, etc.

The *development of metacognitive strategies* will teach students how to increase their capacity to concentrate on a task, to organize or plan a learning experience and to take responsibility for their own learning.

Once these learning strategies have been integrated, they will enable learners to become aware of the process of their own learning, to apply these strategies to the acquisition of a second language and to also make use of these strategies in situations (others subjects, daily life, etc.) other than the learning of a second language.

ORGANIZATION OF THE CURRICULUM

The objectives contained in the French as a Second Language Curriculum are divided into three parts:

- **global objectives;**
- **general objectives;**
- **specific objectives.**

The program sequence consists of three levels of language proficiency:

- **Beginner;**
- **Intermediate;**
- **Advanced.**

Each of these levels is subdivided into three sub-levels of language proficiency:

- **Beginner 1-2-3;**
- **Intermediate 1-2-3;**
- **Advanced 1-2-3.**

The nature of this organization allows students to continue to refine skills and knowledge in an increasingly more varied manner throughout the program.

DEFINING THE OBJECTIVES

The global objectives pertain to the curriculum, the general objectives to the levels and the specific objectives to the sub-levels.

The *global objectives* reflect the knowledge, skills and attitudes targeted for the curriculum as a whole and are integrated within the framework of a multidimensional curriculum that is composed of four components:

- **experience/communication;**
- **language;**
- **culture;**
- **general language education.**

The *general objectives* describe the level of knowledge, skills and attitudes expected of the learner at the end of the Beginner, Intermediate and Advanced levels in each component. These objectives explain more fully the global objectives.

The *specific objectives* describe the level of knowledge, skills and attitudes expected of the learner at the end of each sub-level in the four components. These objectives explain in more detail the general objectives. The general sequence is to introduce skills at one sub-level, develop them in the second and refine these skills in the third sub-level.

When the teacher is planning what is to be taught, s/he will start with the specific objectives described in the curriculum and the designated field of experience.

A minimum number of fields of experience have been designated for each sub-level which correspond to the learners' actual experiences, interests and needs. The fields of experience listed in each sub-level were selected by a committee of teachers who had in mind the goal of finding fields of experience that would represent a composite profile of learners in the Northwest Territories, i.e. they had to take into account not only the learners' past experiences and interests but also their physical and psychological development. Thus the curriculum's fields of experience start with concrete fields (e.g. school) and progress in terms of the learners' mental development and preoccupations (e.g. self-protection).

A minimum of five fields of experience out of a list of seven per sub-level is recommended at the Beginner level. A minimum of six fields of experience out of a possible nine per sub-level is recommended at the Intermediate level. A list of twenty-five fields of experience is provided for the Advanced level; a minimum of seven fields per sub-level should be developed. Should there be sufficient time, interest and need on the part of the learners and teacher, and if the material is available, the teacher may add one or more optional fields of experience.

It is important, however, that these supplementary and optional fields of experience not be taken from those recommended in a higher sub-level or level.

The French as a Second Language Curriculum proposes *a balance between analytical and non-analytical learning*.

In *analytical learning*, learners develop explicit knowledge and understanding of the language, culture and general language education components. This knowledge is integrated into the various fields of experience.

Non-analytical learning refers to the development of communication and interaction between individuals in situations they will experience, without an in-depth study of linguistic elements. Non-analytical learning is found in the experience/communication component. It is important for the teacher to ensure that the knowledge expected of the learner always be integrated into fields of experience that are meaningful for the learner, rather than teach in a manner that is detached from the learner's interests and needs.

DEFINING LEVELS OF LANGUAGE PROFICIENCY

The development of language proficiency for a second language should occur ***gradually and at the learner's own pace***. Consequently, it would be inconceivable to fix and justify a list of knowledge components, skills and attitudes to be initiated, pursued or mastered by the learner at a particular academic level. It is important that the language be learned gradually, ***step by step*** according to a ***continuum*** where the knowledge, skills and attitudes to be developed are ***integrated into a multidimensional curriculum***, while at the same time ensuring progress in the learner's development. Moreover, the actual needs of each and every learner are better answered when the acquisition of a language is based on the continued and progressive levels of language proficiency rather than on academic levels.

The disparity in class time that exists from one class to the other, from one school to another or from one town to another makes a grade based curriculum in that all the Grade 9 learners in Iqaluit, Inuvik, Yellowknife or Hay River, for example, would be expected to have the same level of language skills at the same time. The same holds true for the experiences of young people who conform to the environment in which they grow up.

The Northwest Territories French as a Second Language Curriculum, which is based on levels of language proficiency, respects the learner's development in learning a second language as well as the environment in which this learning takes place.

The levels of language proficiency are designated as the ***Beginner, Intermediate and Advanced*** levels. In order to ensure a better learning progression, ***each level is made up of three sub-levels*** that overlap one another, ensuring a ***continuum*** in the learner's acquisition of the second language.

BEGINNER 1

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

EXPERIENCE

- engage in various language experiences that reflect the physical, social, civic, intellectual and leisure dimensions that will make it possible for him to:

GENERAL OBJECTIVES (Beginner Level)

Based on his life experiences, the learner will be able to, depending on the field of experience.

- engage in various language experiences in the following fields:

Beginner 1:

- The individual
- The family
- The school
- The community
- Clothing
- Holidays
- Domestic animals
- The world of wonders

Beginner 2:

- Friends
- Physical exercise
- Holidays and celebrations
- The weather
- Food
- Leisure activities
- Wild animals
- Housing

Beginner 3:

- Outdoor activities
- Transportation
- Northern food
- The environment
- Clothing
- The senses
- Famous people
- French in daily life

and other fields of experiences that relate to their needs and interests;

SPECIFIC OBJECTIVES (sub-level Beginner 1)

Based on his life experiences, the learner will be able to, depending on the field of experience.

- engage in language experiences dealing with **at least five of the following eight** fields of experience:

- The individual
- The family
- The school
- The community
- Clothing
- Holidays
- Domestic animals
- The world of wonders

and other fields of experience that relate to their needs and interests;

BEGINNER 1

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Beginner Level)

SPECIFIC OBJECTIVES (sub-level Beginner 1)

COMMUNICATION

- **express**, in French, his experiences, ideas and emotions, as well as those of others, as a specific communicative intent and interact with interlocutors in various situations;

- **understand** (listening/reading) the message of a series of simple oral and written statements (short sentences of a few words each) within a structured context;
- **produce** simple oral and written messages (speaking/writing) of at least two or three statements (short sentences of a few words each) within a structured context;

- **understand an oral and written message** (listening/reading) composed of a series of simple and commonly-used statements (short sentences);
- **produce** simple and commonly-used oral messages (speaking) of one or two statements within a structured context;

CULTURE

- **discover and/or become sensitive** to the Francophone cultures that exist within Canada and in the world;
- **discover and/or become sensitive** to certain aspects of other cultures found in the Northwest Territories, in Canada and in the world;

- **discover** the French-speaking world by identifying the presence of Francophones and concrete facts about francophone cultures at the local, territorial and national levels;
- **discover** multiculturalism by identifying the presence of diverse ethnic groups, especially the Aboriginal groups, at the local and territorial levels;

- **identify** the presence of Francophone individuals or groups, or people who speak French in his own school and/or community;
- **identify** the presence of individuals from cultures other than Francophone ones in his school and/or community.

come to better understand and respect cultures other than the one to which he belongs and thus expand his view of the world;

BEGINNER 1

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

LANGUAGE

- understand and use the linguistic code which encompasses the sound-symbol system, vocabulary and grammar appropriate to achieving his communicative intents in various communicative situations;;

GENERAL OBJECTIVES (Beginner Level)

- understand and use, orally and in writing, the sound-symbol system, vocabulary and word order (syntax) in simple communications (short sentences of a few words each) in the present tense;

- * The teacher must not expect the student to master this knowledge at the end of the sub-level Beginner 1; the purpose of each sub-level is to begin the process of practicing, which is a process that will become more refined over the years. The more a student is made to use this knowledge in meaningful practice, the more he will increase his confidence and level of mastery of this knowledge.

- * the vocabulary must always be accompanied by an article

- * the student is not required to memorize the conjugation of verbs nor be taught the verbal conjugation of the above tenses.

SPECIFIC OBJECTIVES (Sub-level Beginner 1)

- understand orally (listening) the sound system and vocabulary appropriate to simple and commonly-used messages that are related to the fields of experience, in the present tense;
- use orally (speaking), the sound system related to the vocabulary that is appropriate to the field of experience, by using the following linguistic elements:
 - noun gender and some commonly-used adjectives (the vocabulary should always be accompanied by a determinant)
 - the plural form of certain commonly-used words (e.g. des journaux)
 - definite and indefinite articles (le, la, l', les, un, une, des, d')
 - the commonly-used verbs *avoir*, *être*, *faire*, *aller*, *arriver* and *porter* in the present tense, using the appropriate personal pronoun
 - simple negative (...ne/n'...pas...) and affirmative sentences;
 - commonly-used expressions, using *avoir* and *faire* (e.g. J'ai 12 ans. Il fait beau. etc.);
 - prepositions of place (à, chez, de, en, vers, etc.);
 - the structure of simple sentences (e.g. Suzanne porte une jupe rouge. etc.);
 - commonly-asked questions (e.g. est-ce que...? etc.).

BEGINNER 1

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL LANGUAGE EDUCATION

- expand his horizons through appropriate linguistic, cultural and strategic awareness. The student will develop strategies to facilitate his learning of a second language effectively and increase his autonomy with regard to his learning in general. He will become aware of the role that these elements play in his cognitive, socio-affective and metacognitive development.

GENERAL OBJECTIVES (Beginner Level)

- identify key words in a communication in order to develop tolerance toward ambiguity;
- discover the language by identifying associations between words;
- develop the positive attitude of taking risks by voluntarily using his knowledge;
- develop the ability to use selective attention;
- adopt a positive attitude towards other cultures and participate voluntarily in activities with people of other cultures.

SPECIFIC OBJECTIVES (Sub-level Beginner 1)

- identify cognates in oral or written communications;
- identify word associations in oral or written communications;
- associate, orally, gestures or illustrations with words;
- use his knowledge of his own language;
- explicitly request help from his interlocutors;
- articulate statements correctly and orally;
- identify orally, and with the help of the teacher or a peer, key words and/or word associations needed to follow directions for a specific task;
- participate voluntarily in an activity that involves a Francophone or someone who expresses himself in French.

BEGINNER 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Beginner Level)

SPECIFIC OBJECTIVES (Sub-level Beginner 2)

EXPERIENCE

- engage in various language experiences that reflect the physical, social, civic, intellectual and leisure dimensions that will make it possible for him to:

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in various language experiences in the following fields:

Beginner 1:

- The individual
- The family
- The school
- The community
- Clothing
- Holidays
- Domestic animals
- The world of wonders

Beginner 2:

- Friends
- Physical exercise
- Holidays and celebrations
- The weather
- Food
- Leisure activities
- Wild animals
- Housing

Beginner 3:

- Outdoor activities
- Transportation
- Northern food
- The environment
- Clothing
- The senses
- Famous people
- French in daily life

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with at least five of the following eight fields of experience:

- Friends
- Physical exercise
- Holidays and celebrations
- The weather
- Food
- Leisure activities
- Wild animals
- Housing

and other fields of experience that relate to his needs and interests:

BEGINNER 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Beginner Level)

SPECIFIC OBJECTIVES (Sub-level Beginner 2)

COMMUNICATION

- **express**, in French his experiences, ideas and emotions, as well as those of others, as a specific communicative intent and interact with interlocutors in various situations;

- **understand** (listening/reading) the message of a series of simple oral and written statements (short sentences of a few words each) within a structured context;
- **produce** simple oral and written messages (speaking/writing) of at least two or three statements (short sentences of a few words each) within a structured context;

- **understand, orally and in writing** (listening/reading) a message comprised of a series of simple statements (short sentences), using commonly-used vocabulary and phrases;
- **produce** simple and commonly-used oral and written messages (speaking/writing) of one or two statements within a structured context;

CULTURE

- **discover and/or become sensitive** to the Francophone cultures that exist within Canada and in the world;

- **discover** the French-speaking world by **identifying** the presence of Francophones and concrete facts about Francophone cultures at the local, territorial and national levels;

- **identify** concrete facts that show the presence of Francophone individuals and groups, or of French-speaking people in their school and/or community;

- **discover and/or become sensitive** to certain aspects of other cultures found in the Northwest Territories, in Canada and in the world;

- **discover** multiculturalism by **identifying** the presence of diverse ethnic groups, especially the Aboriginal groups, at the local and territorial levels;

- **identify** the presence of individuals from cultures other than Francophone ones at the territorial level;

come to better understand and respect cultures other than the one to which he belongs and thus expand his view of the world;

- **discover** an aspect that is particular to the Aboriginal culture;

BEGINNER 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

LANGUAGE

- understand and use the linguistic code which encompasses the sound-symbol system, vocabulary and grammar appropriate to achieving his communicative intents in various communicative situations;

GENERAL OBJECTIVES (Beginner Level)

- understand and use, orally and in writing, the sound-symbol system, vocabulary and word order (syntax) in simple communications (short sentences of a few words each) in the present tense;

SPECIFIC OBJECTIVES (Sub-level Beginner 2)

- understand the sound-symbol system, vocabulary and word order appropriate to simple and commonly-used oral and written messages (listening/reading) that are related to the field of experience, in the present tense;
- use, orally and in writing (speaking/writing), the sound-symbol system related to vocabulary appropriate to the field of experience, by using the following linguistic elements:
 - the agreement of qualifying adjectives;
 - the imperative form;
 - possessive adjectives;
 - commonly-used verbs in the present tense, using the appropriate personal pronoun
- use, orally and in writing (speaking/writing) the linguistic elements introduced at the Beginner 1 sub-level;

* The teacher must not expect the student to master this knowledge at the end of the sub-level Beginner 2; the purpose of each sub-level is to begin the process of practising, which is a process that will become more refined over the years. The more a student is made to use this knowledge in meaningful practice, the more he will increase his confidence and level of mastery of this knowledge.

* the vocabulary must always be accompanied by an article

* the student is not required to memorize the conjugation of verbs nor be taught the vertical conjugation of the above tenses.

BEGINNER 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL LANGUAGE EDUCATION

- expand the student's horizons through appropriate linguistic, cultural and strategic awareness. The student will develop **strategies** to facilitate his learning of a second language effectively and increase his autonomy with regard to his learning in general. He will become aware of the role that these elements play in his cognitive, socio-affective and metacognitive development.

GENERAL OBJECTIVES (Beginner Level)

- identify key words in a communication in order to develop tolerance toward ambiguity;
- discover the language by identifying the cognates and by establishing the associations between words;
- develop a positive attitude when taking risks by voluntarily using his knowledge;
- develop the ability to use selective attention.
- adopt a positive attitude towards other cultures and participate voluntarily in activities with people of other cultures.

SPECIFIC OBJECTIVES (sub-level Beginner 2)

- use the strategies introduced at the Beginner 1 sub-level;
- respond to a statement or to aspects of non-verbal communication;
- identify the meaning of words by his roots in oral and written communications;
- identify, orally and in writing, with the assistance of the teacher or of a peer, key words needed to follow directions for a task;
- participate voluntarily in activities that involve Francophones or people who express himself in French;
- participate voluntarily in an activity that involves an Aboriginal person.

BEGINNER 3

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Beginner Level)

SPECIFIC OBJECTIVES (sub-level Beginner 3)

EXPERIENCE

- engage in various language experiences that reflect the physical, social, civic, intellectual and leisure dimensions that will make it possible for him to:

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in various language experiences in the following fields:

Beginner 1:

- The individual
- The family
- The school
- The community
- Clothing
- Holidays
- Domestic animals
- The world of wonders

Beginner 2:

- Friends
- Physical exercise
- Holidays
- The weather and celebrations
- Food
- Leisure activities
- Wild animals
- Housing

Beginner 3:

- Outdoor activities
- Transportation
- Northern food
- The environment
- Clothing
- The senses
- Famous people
- French in daily life

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with at least five of the following eight fields of experience:

- Outdoor activities
- Transportation
- Northern food
- The environment
- Clothing
- The senses
- Famous people
- French in daily life

and other fields of experience that relate to his needs and interests:

BEGINNER 3

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Beginner Level)

SPECIFIC OBJECTIVES (sub-level Beginner 3)

COMMUNICATION

- **express**, in French his experiences, ideas and emotions, as well as those of others, as a specific communicative intent and interact with interlocutors in various situations;

- **understand** (listening/reading) the message of a series of simple **oral** and **written** statements (short sentences of a few words each) within a structured context;

- **understand, orally and in writing** (listening/reading), a message that is composed of a variety of simple statements (short sentences) and phrases;

- **produce simple oral and written** messages (speaking/writing) of at least two or three statements (short sentences of a few words each) within a structured context;

- **produce simple and commonly-used oral and written** messages (speaking/writing) that contain two or three statements within a structured context;

CULTURE

- **discover and/or become sensitive** to the Francophone cultures that exist within Canada and in the world;

- **discover** the French-speaking world by **identifying** the presence of Francophones and concrete facts about Francophone cultures at the local, territorial and national levels;

- **identify** concrete facts that show the presence of Francophone individuals and groups at the territorial level;

- **discover and/or become sensitive** to certain aspects of other cultures found in the Northwest Territories, in Canada and in the world;

- **discover** multiculturalism by **identifying** the presence of diverse ethnic groups, especially the Aboriginal groups, at the local and territorial levels;

- **identify** the presence of individuals from cultures other than Francophone ones at the national level;

- **discover** a few aspects that are particular to the Aboriginal culture;

come to better understand and respect cultures other than the one to which he belongs and thus expand his view of the world;

BEGINNER 3

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Beginner Level)

SPECIFIC OBJECTIVES (sub-level Beginner 3)

LANGUAGE

- understand and use the linguistic code which encompasses the sound-symbol system, vocabulary and grammar appropriate to achieving his communicative intents in various communicative situations;

- understand and use, orally and in writing, the sound-symbol system, vocabulary and word order (syntax) in simple communications (short sentences of a few words each) in the present tense;

- understand, orally and in writing (listening/reading) the sound-symbol system and the vocabulary, word order and variances appropriate to simple and commonly-used messages related to the fields of experience, in the present tense;

- use, orally and in writing (speaking/writing), the sound-symbol system related to the vocabulary that is appropriate to the fields of experience, while employing the following linguistic elements:

- questions using the inversion of subject/verb (e.g. Almes-tu...?)
- the verbs pouvoir, vouloir and devoir in the present tense, using the appropriate personal pronoun;
- verbs in the immediate future (aller + verb in the infinitive), using the appropriate personal pronouns;

- use, orally and in writing (speaking/writing), the linguistic elements introduced at the Beginner 1 and 2 sub-levels;

* The teacher must not expect the student to master this knowledge at the end of the sub-level Beginner 3; the purpose of each sub-level is to begin the process of practising, which is a process that will become more refined over the years. The more a student is made to use this knowledge in meaningful practice, the more he will increase his confidence and level of mastery of this knowledge.

* the vocabulary must always be accompanied by an article

* the student is not required to memorize the conjugation of verbs nor be taught the vertical conjugation of the above tenses.

BEGINNER 3

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL LANGUAGE EDUCATION

- expand the student's horizons through appropriate linguistic, cultural and strategic awareness. The student will develop strategies to facilitate their learning of a second language effectively and increase his autonomy with regard to his learning in general. He will become aware of the role that these elements play in his cognitive, socio-affective and metacognitive development.

GENERAL OBJECTIVES (Beginner Level)

- identify key words in a communication in order to develop tolerance toward ambiguity;
- discover the language by identifying the cognates and by establishing the associations between words;
- develop a positive attitude when taking risks by voluntarily using his knowledge;
- develop the ability to use selective attention;
- adopt a positive attitude towards other cultures and participate voluntarily in activities with people of other cultures.

SPECIFIC OBJECTIVES (sub-level Beginner 3)

- use the strategies introduced at the Beginner 1 and 2 sub-levels;
- identify word families, orally and in writing;
- identify the meaning of words according to his context within an oral or written communication;
- create statements based on words and familiar phrases;
- participate voluntarily in activities that involve Francophones or people who express themselves in French;
- participate voluntarily in activities that involve Aborigines or people who come from cultures other than Francophone ones.

INTERMEDIATE 1

GLOBAL OBJECTIVES
(Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES
(Intermediate Level)

SPECIFIC OBJECTIVES
(Sub-level Intermediate 1)

EXPERIENCE

- engage in various language experiences that reflect the physical, social, civic, intellectual and leisure dimensions that will make it possible for him to:

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in various language experiences in the following fields:

Intermediate 1:

- Holidays and celebrations
- Safety
- Friends
- The world of work
- Self-protection
- Aboriginal people
- The Acadians
- Hobbies
- Holidays
- Hygiene

Intermediate 2:

- Environmental conservation
- Crime and violence
- Friends
- Trades and professions
- Consumerism
- Immigrants
- The Québécois
- Social activities
- Music

Intermediate 3:

- Health and physical exercise
- Adolescence and its responsibilities
- Advertising
- Being a young parent
- The world of work
- Fashion
- The Inuit
- The French-Canadians
- Clubs and associations
- Trips and excursions
- Animals

and other fields of experiences that relate to his needs and interests;

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with at least six of the following ten fields of experience:

- Holidays and celebrations
- Safety
- Friends
- The world of work
- Self-protection
- Aboriginal people
- The Acadians
- Hobbies
- Holidays
- Hygiene

and other fields of experience that relate to his needs and interests;

INTERMEDIATE 1

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Intermediate Level)

SPECIFIC OBJECTIVES (sub-level Intermediate 1)

COMMUNICATION

- **express**, in French his experiences, ideas and emotions, as well as those of others, as a specific communicative intent and interact with interlocutors in various situations;

- understand the meaning of an oral or written text or spontaneous discourse (listening/reading) on familiar topics, within a structured context;
- produce a series of oral and written ideas (speaking/writing) that are usually prepared and, on occasion, spontaneous;

- understand the meaning of a series of simple and complex oral and written sentences (listening/reading) dealing with a particular topic;
- produce, orally and in writing (speaking/ writing), a series of prepared statements;

CULTURE

- **discover and/or become sensitive** to the Francophone cultures that exist within Canada and in the world;

- describe certain aspects of Francophone cultures by comparing the similarities and differences between his own culture and Francophone cultures;

- examine and identify the similarities and differences between one of the cultures found in his own community and Francophone cultures at the local and territorial levels;

- **discover and/or become sensitive** to certain aspects of other cultures found in the Northwest Territories, in Canada and in the world;

- describe certain aspects of Canadian multiculturalism by comparing the similarities and differences between his own culture and the culture of various ethno-cultural groups;

- discover certain aspects that are particular to the Francophone multiculturalism found in Canada (Quebec and Acadian cultures, as well as Francophone cultures outside Quebec);

come to better understand and respect cultures other than the one to which he belongs and thus expand his view of the world;

- examine and identify the similarities and differences between the culture of which he is a part and at least one cultural group, other than the Francophone culture, found in their community and/or in the Northwest Territories;

INTERMEDIATE I

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Intermediate Level)

SPECIFIC OBJECTIVES (Sub-level Intermediate I)

LANGUAGE

- understand and use the linguistic code which encompasses the sound-symbol system, vocabulary and grammar appropriate to achieving their communicative intents in various communicative situations;

- understand and use, orally and in writing, the sound-symbol system, vocabulary and word and sentence order (syntax) in simple and complex communications (a series of short sentences and more complex sentences that contain several prepositions) in the present, future and, occasionally, past tenses;

- understand the sound-symbol system, vocabulary and word order appropriate to simple oral and written texts (listening/reading) in the present tense and immediate future (aller + verb);

- use, orally and in writing (speaking/writing), the linguistic elements introduced at the Beginner level;

- use, orally and in writing (speaking/writing), the sound-symbol system related to the vocabulary appropriate to the fields of experience, by introducing the following linguistic elements, in simple and complex sentences that are in the present and occasionally future tenses:
 - expressions using the verb *faire*;
 - the pronominal form* (eg.: *je me lave...*);
 - the comparatives *plus, aussi, moins, pire, meilleur*;
 - commonly-used adverbs (*beaucoup, assez, très, trop, bien, etc.*);
 - commonly-used adverbial expressions (*tout à coup, ne...jamais, etc.*);
 - the adverb's position in a sentence;
 - emphatic pronouns (eg.: *Moi, je travaille...*);
 - making sentences richer;

* The teacher must not expect the student to master this knowledge at the end of the sub-level Intermediate I; the purpose of each sub-level is to begin the process of practising, which is a process that will become more refined over the years. The more a student is made to use this knowledge in meaningful practice, the more he will increase his confidence and level of mastery of this knowledge.

* the vocabulary must always be accompanied by an article.

* the student is not required to memorize the conjugation of verbs nor be taught the vertical conjugation of the above tenses.

INTERMEDIATE 1

GLOBAL OBJECTIVES
(Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES
(Intermediate Level)

SPECIFIC OBJECTIVES
(sub-level Intermediate 1)

GENERAL LANGUAGE EDUCATION

- expand the student's horizons through appropriate linguistic, cultural and strategic awareness.
The student will develop strategies to facilitate his learning of a second language effectively and increase his autonomy with regard to his learning in general. He will become aware of the role that these elements play in his cognitive, socio-affective and metacognitive development.
- identify the main message in a communication to develop tolerance toward ambiguity;
- use non-verbal clues or other aids such as dictionaries, graphs, illustrations, to assist in the comprehension or production of a communication;
- take risks by accepting that mistakes are part of the learning process;
- develop an individual learning plan regarding a particular task.
- use the strategies introduced at the Beginner level;
- accept that mistakes are a normal part of learning;
- identify their needs with respect to the task at hand by defining the problem and establishing objectives;
- use illustrations or non-verbal clues to facilitate the understanding of a communication;
- guess the meaning of key words (subject, action) in a communication;
- create opportunities to practise the second language.

INTERMEDIATE 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Intermediate Level)

SPECIFIC OBJECTIVES (Sub-level Intermediate 2)

EXPERIENCE

- engage in various language experiences that reflect the physical, social, civic, intellectual and leisure dimensions that will make it possible for him to:

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in various language experiences in the following fields:

Intermediate 1:

- Holidays and celebrations
- Safety
- Friends
- The world of work
- Self-protection
- Aboriginal people
- The Acadians
- Hobbies
- Holidays
- Hygiene

Intermediate 2:

- Environmental conservation
- Crime and violence
- Friends
- Trades and professions
- Consumerism
- Immigrants
- The Québécois
- Social activities
- Music

Intermediate 3:

- Health and physical exercise
- Adolescence and its responsibilities
- Advertising
- Being a young parent
- The world of work
- Fashion
- The Inuit
- The French-Canadians
- Clubs and associations
- Trips and excursions
- Animals

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with at least six of the following ten fields of experience:

- Environmental conservation
- Crime and violence
- Friends
- Trades and professions
- Consumerism
- Immigrants
- The Québécois
- Social activities
- Music
- Health and physical exercise

and other fields of experience that relate to his needs and interests;

and other fields of experiences that relate to his needs and interests;

INTERMEDIATE 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Intermediate Level)

SPECIFIC OBJECTIVES (sub-level Intermediate 2)

COMMUNICATION

- **express**, in French his experiences, ideas and emotions, as well as those of others, as a specific communicative intent and interact with interlocutors in various situations;

- **understand** the meaning of an oral or written text or spontaneous discourse (listening/reading) on familiar topics, within a structured context;
- **produce** a series of oral and written ideas (speaking/writing) that are usually prepared and, on occasion, spontaneous;

- **understand** the meaning of a fairly long series of simple and complex oral and written sentences (listening/reading) dealing with a particular topic;
- **produce, orally and in writing** (speaking/ writing) a series of prepared simple and complex sentences;

CULTURE

- **discover and/or become sensitive** to the Francophone cultures that exist within Canada and in the world;
- **discover and/or become sensitive** to certain aspects of other cultures found in the Northwest Territories, in Canada and in the world;

- **describe** certain aspects of Francophone cultures by comparing the similarities and differences between his own culture and Francophone cultures;
- **describe** certain aspects of Canadian multiculturalism by comparing the similarities and differences between his own culture and the culture of various ethno-cultural groups;

- **examine and identify** the similarities and differences between his own culture and a Francophone culture at the national level;
- **examine and identify** the similarities and differences between the culture of which he is a part and at least one cultural group other than a Francophone one, at the national level;

come to better understand and respect cultures other than the one to which he belongs and thus expand his view of the world;

INTERMEDIATE 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Intermediate Level)

SPECIFIC OBJECTIVES (Sub-Level Intermediate 2)

LANGUAGE

- understand and use the linguistic code which encompasses the sound-symbol system, vocabulary and grammar appropriate to achieving their communicative intents in various communicative situations;

- understand and use, orally and in writing, the sound-symbol system, vocabulary and word and sentence order (syntax) in simple and complex communications (a series of short sentences and more complex sentences that contain several prepositions) in the present, future and, occasionally, past tenses;

- * The teacher must not expect the student to master this knowledge at the end of the sub-level Intermediate 2; the purpose of each sub-level is to begin the process of practising, which is a process that will become more refined over the years. The more a student is made to use this knowledge in meaningful practice, the more he will increase his confidence and level of mastery of this knowledge.

- * the vocabulary must always be accompanied by an article.

- * the student is not required to memorize the conjugation of verbs nor be taught the verbal conjugation of the above tenses.

- understand the sound-symbol system, vocabulary and sentence order appropriate to simple oral and written texts (listening/reading) that are related to the fields of experience, in the present, future and past tenses;

- use, orally and in writing (speaking/writing) the linguistic elements introduced at the Beginner level and at the Intermediate 1 sub-level;

- use the sound-symbol system related to the vocabulary appropriate to the fields of experience, by introducing in oral and written simple and complex sentences (speaking/writing) in the present, immediate future and past tenses the following linguistic elements:

- the superlatives *le meilleur, le pire, le plus, le moins, etc.*
- a direct object in a present tense sentence;
- the passé composé of commonly-used verbs, using the appropriate personal pronoun* (without an imparfait sequence);
- the imparfait of commonly-used verbs, using the appropriate personal pronoun* (without a passé composé sequence);
- adverbs ending in -ement

INTERMEDIATE 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Intermediate Level)

SPECIFIC OBJECTIVES (Sub-level Intermediate 2)

GENERAL LANGUAGE EDUCATION

- expand the student's horizons through appropriate linguistic, cultural and strategic awareness. The student will develop strategies to facilitate his learning of a second language effectively and increase his autonomy with regard to his learning in general. He will become aware of the role that these elements play in his cognitive, socio-affective and metacognitive development.
- identify the main message in a communication to develop tolerance toward ambiguity;
- use non-verbal clues or other aids such as dictionaries, graphs, illustrations, to assist in the comprehension or production of a communication;
- take risks by accepting that mistakes are part of the learning process;
- develop an individual learning plan regarding a particular task.
- use the strategies introduced at the Beginner level and at the Intermediate 1 sub-level;
- formulate hypotheses about key points;
- use a dictionary to find the meaning of words;
- willingly correct errors pointed out by someone else;
- select strategies appropriate to the task at hand.

INTERMEDIATE 3

GLOBAL OBJECTIVES

(Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES

(Intermediate Level)

SPECIFIC OBJECTIVES

(Sub-level Intermediate 3)

EXPERIENCE

- engage in various language experiences that reflect the physical, social, civic, intellectual and leisure dimensions that will make it possible for him to:

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in various language experiences in the following fields:

Intermediate 1:

- Holidays and celebrations
- Safety
- Friends
- The world of work
- Self-protection
- Aboriginal people
- The Acadians
- Hobbies
- Holidays
- Hygiene

Intermediate 2:

- Environmental conservation
- Crime and violence
- Friends
- Trades and professions
- Consumerism
- Immigrants
- The Québécois
- Social activities
- Music

Intermediate 3:

- Health and physical exercise
- Adolescence and its responsibilities
- Advertising
- Being a young parent
- The world of work
- Fashion
- The Inuit
- The French-Canadians
- Clubs and associations
- Trips and excursions
- Animals

and other fields of experiences that relate to his needs and interests;

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with at least six of the following ten fields of experience,

- Adolescence and its responsibilities
- Advertising
- Being a young parent
- The world of work
- Fashion
- The Inuit
- The French-Canadians
- Clubs and associations
- Trips and excursions
- Animals

and other fields of experience that relate to his needs and interests;

INTERMEDIATE 3

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Intermediate Level)

SPECIFIC OBJECTIVES (sub-level Intermediate 3)

COMMUNICATION

- **express**, in French his experiences, ideas and emotions, as well as those of others, as a specific communicative intent and interact with interlocutors in various situations;

- understand the meaning of an oral or written text or spontaneous discourse (listening/reading) on familiar topics, within a structured context;
- produce a series of oral and written ideas (speaking/writing) that are usually prepared and, on occasion, spontaneous;

- understand the meaning of oral and written texts (listening/reading) that contain simple and complex statements dealing with a variety of particular topics;
- produce, orally and in writing (speaking/ writing), a series of simple and complex sentences that are for the most part prepared but also spontaneous;

CULTURE

- **discover and/or become sensitive** to the Francophone cultures that exist within Canada and in the world;
- **discover and/or become sensitive** to certain aspects of other cultures found in the Northwest Territories, in Canada and in the world;

- describe certain aspects of Francophone cultures by comparing the similarities and differences between his own culture and Francophone cultures;
- describe certain aspects of Canadian multiculturalism by comparing the similarities and differences between his own culture and the culture of various ethno-cultural groups;

- examine and identify the similarities and differences between his own culture and a Francophone culture at the international level;
- examine and identify the similarities and differences between the culture of which he is a part and at least one cultural group other than a Francophone one, at the international level;

come to better understand and respect cultures other than the one to which he belongs and thus expand his view of the world;

INTERMEDIATE 3

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Intermediate Level)

SPECIFIC OBJECTIVES (Sub-level Intermediate 3)

LANGUAGE

- understand and use the linguistic code which encompasses the sound-symbol system, vocabulary and grammar appropriate to achieving their communicative intents in various communicative situations;

- understand and use, orally and in writing, the sound-symbol system, vocabulary and word and sentence order (syntax) in simple and complex communications (a series of short sentences and more complex sentences that contain several prepositions) in the present, future and, occasionally, past tenses;

- * The teacher must not expect the student to master this knowledge at the end of the sub-level Intermediate 3; the purpose of each sub-level is to begin the process of practicing, which is a process that will become more refined over the years. The more a student is made to use this knowledge in meaningful practice, the more he will increase his confidence and level of mastery of this knowledge.

- * the vocabulary must always be accompanied by an article.

- * the student is not required to memorize the conjugation of verbs nor be taught the vertical conjugation of the above tenses.

- understand the sound-symbol system, vocabulary and sentence order appropriate to oral and written simple and complex texts (listening/reading) that are related to the fields of experience, in the present, future and past tenses;

- use, orally and in writing (speaking/writing), the linguistic elements introduced at the Beginner level and at the Intermediate 1 and 2 sub-levels;

- use the sound-symbol system related to the vocabulary appropriate to the fields of experience, by introducing, orally and in writing, in simple and complex sentences in the present, future and occasionally past tenses the following linguistic elements:

- the simple future of commonly-used verbs, using the appropriate personal pronouns;
- the passé composé and imparfait (to be used adequately);
- the pronouns *y* and *en*;
- direct objects
- indirect objects in sentences using the present tense;
- interrogative pronouns (e.g. *que*, *quel*, *lesquels*, etc.)

INTERMEDIATE 3

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Intermediate Level)

SPECIFIC OBJECTIVES (sub-level Intermediate 3)

GENERAL LANGUAGE EDUCATION

- expand the student's horizons through appropriate linguistic, cultural and strategic awareness. The student will develop **strategies** to facilitate his learning of a second language effectively and increase his autonomy with regard to his learning in general. He will become aware of the role that these elements play in his cognitive, socio-affective and metacognitive development.
- identify the main message in a communication to develop tolerance toward ambiguity;
- use non-verbal clues or other aids such as dictionaries, graphs, illustrations, to assist in the comprehension or production of a communication;
- take risks by accepting that mistakes are part of the learning process;
- develop an individual learning plan regarding a particular task.
- use the strategies introduced at the Beginner level and at the Intermediate 1 and 2 sub-levels;
- formulate hypotheses about the interlocutor's communicative intent;
- use a variety of reference tools to help facilitate the understanding of a communication;
- develop and use their own reference tools;
- correct their own mistakes when they are aware of them;
- increase the number and types of situations where the second language becomes the language of communication.

ADVANCED 1

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Advanced Level)

SPECIFIC OBJECTIVES (Sub-level Advanced 1)

EXPERIENCE

- engage in various language experiences that reflect the physical, social, civic, intellectual and leisure dimensions that will make it possible for him to:

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with the following fields:

Advanced 1:

- Personality
- The media
- Science
- The Arts
- A well-known Francophone area
- The international French-speaking community
- The challenge of my future
- Myths and legends

Advanced 2:

- Being independent
- The future of the world
- The world of technology
- Fine arts
- Sports
- Canadian ethnic diversity
- News items
- Current events

Advanced 3:

- The health of the young adult
- Politics
- The world of handicapped persons
- French Canadian literature
- Québec
- Hobbies
- Current events
- Controversial issues

and other fields of experiences that relate to his needs and interests;

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with at least six of the following ten fields of experience:

- Personality
- The media
- Science
- The Arts
- A well-known Francophone area
- The international French-speaking community
- The challenge of my future
- Myths and legends

and other fields of experience that relate to his needs and interests;

ADVANCED 1

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Advanced Level)

SPECIFIC OBJECTIVES (Sub-level Advanced 1)

COMMUNICATION

- **express**, in French his experiences, ideas and emotions, as well as those of others, as a specific communicative intent and interact with interlocutors in various situations;

- **understand** the meaning of the main points and supporting details in a variety of oral or written texts or spontaneous discourses at various language levels;
- **express** their communicative intent, orally and in writing, by developing their ideas coherently, mainly after preparation but on occasion spontaneously;

- **understand and interpret** the significance of main points in oral and written communications (listening/reading);
- **produce oral and written texts** (speaking/reading) that are prepared, by developing their ideas coherently;

CULTURE

- **discover and/or become sensitive** to the Francophone cultures that exist within Canada and in the world;

- **examine and interpret** the contribution of francophone cultures to our society, by focusing on past and present facts and events;

- **examine and analyze**, with the teacher's assistance, the contribution of francophone cultures to our society by studying basic facts that make it possible for them to understand information, events or contemporary behaviour;

- **discover and/or become sensitive** to certain aspects of other cultures found in the Northwest Territories, in Canada and in the world;

- **examine and interpret** the contribution of one or more Canadian ethno-cultural groups to our society, by focusing on past and present facts and events;

- **examine and analyze**, with the teacher's assistance, the contribution of one or more ethno-cultural groups to our society by studying basic facts that make it possible for them to understand information, events or contemporary behaviour;

come to better understand and respect cultures other than the one to which he belongs and thus expand his view of the world;

ADVANCED 1

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Advanced Level)

SPECIFIC OBJECTIVES (sub-level Advanced 1)

LANGUAGE

- understand and use the linguistic code which encompasses the sound-symbol system, vocabulary and grammar appropriate to achieving their communicative intents in various communicative situations;

- understand and use, orally and in writing, the sound-symbol system, vocabulary and word and sentence order (syntax) in simple and complex communications (a series of short sentences and more complex sentences that contain several prepositions), in the present, future and occasionally past tenses;

- understand the sound-symbol system, vocabulary and word order appropriate to oral and written texts (listening/reading) of varying length and complexity that are related to the fields of experience;

- use, orally and in writing (speaking/writing) the linguistic elements introduced at the Beginner and Intermediate levels;

- *The teacher must not expect the student to master this knowledge at the end of the sub-level Advanced 1; the purpose of each sub-level is to begin the process of practising, which is a process that will become more refined over the years. The more a student is made to use this knowledge in meaningful practice, the more he will increase his confidence and level of mastery of this knowledge.*

- use, orally and in writing (speaking/writing) the sound-symbol system related to the vocabulary appropriate to the fields of experience, by employing simple and complex sentences in the appropriate tenses with the following cohesion markers and grammatical elements:

- *the vocabulary must always be accompanied by an article.*

- the simple future;
- the present conditional;
- the present subjunctive;

- *the student is not required to memorize the conjugation of verbs nor be taught the verbal conjugation of the above tenses.*

- differentiation between usage of the imparfait and the passé-composé (in prepared speech);
- cohesive elements at the discourse level;
- the relative pronouns *ce qui, ce que, ce dont*;
- lequed (all forms).

ADVANCED 1

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL LANGUAGE EDUCATION

- expand the student's horizons through appropriate linguistic, cultural and strategic awareness. The student will develop **strategies** to facilitate his learning of a second language effectively and increase his autonomy with regard to his learning in general. He will become aware of the role that these elements play in his cognitive, socio-affective and metacognitive development.

GENERAL OBJECTIVES (Advanced Level)

- Identify the main message in a communication to develop a tolerance toward ambiguity;
- use non-verbal clues or other aids such as dictionaries, graphs, illustrations, to assist in the comprehension or production of a communication;
- this is a more behavioral oriented objective, i.e., can be evaluated as opposed to "discover the language" which is difficult to assess;
- take risks by accepting that mistakes are a part of the learning process;
- develop an individual learning plan regarding a particular task.

SPECIFIC OBJECTIVES (Sub-level Advanced 1)

- use the strategies introduced at the Beginner and Intermediate levels;
- use their knowledge of text structure to facilitate understanding of an unfamiliar text;
- distinguish between relevant and irrelevant information to understand a communication;
- take the initiative to start/conclude a communication in French;
- choose and use grammatical rules to improve their communication.

ADVANCED 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Advanced Level)

SPECIFIC OBJECTIVES (Sub-level Advanced 2)

EXPERIENCE

- engage in various language experiences that reflect the physical, social, civic, intellectual and leisure dimensions that will make it possible for him to:

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with the following fields:

Advanced 1:

- Personality
- The media
- Science
- The Arts
- A well-known Francophone area
- The international French-speaking community
- The challenge of my future
- Myths and legends

Advanced 2:

- Being independent
- The future of the world
- The world of technology
- Fine arts
- Sports
- Canadian ethnic diversity
- News items
- Current events

Advanced 3:

- The health of the young adult
- Politics
- The world of handicapped persons
- French Canadian literature
- Québec
- Hobbies
- Current events
- Controversial issues

and other fields of experiences that relate to his needs and interests;

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with at least six of the following eight fields of experience:

- Being independent
- The future of the world
- The world of technology
- Fine arts
- Sports
- Canadian ethnic diversity
- News items
- Current events

and other fields of experience that relate to his needs and interests;

ADVANCED 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Advanced Level)

SPECIFIC OBJECTIVES (Sub-level Advanced 2)

COMMUNICATION

- **express**, in French his experiences, ideas and emotions, as well as those of others, as a specific communicative intent and interact with interlocutors in various situations;

- **understand** the meaning of the main points and supporting details in a variety of oral or written texts or spontaneous discourses at various language levels;

- **understand and interpret** the significance of main points in oral and written communications (listening/reading);

- **express** their communicative intent, orally and in writing, by developing their ideas coherently, mainly after preparation but on occasion spontaneously;

- **produce, orally and in writing** (speaking/writing), speeches or texts by developing their ideas coherently, mainly after preparation but on occasion spontaneously;

CULTURE

- **discover and/or become sensitive** to the Francophone cultures that exist within Canada and in the world;

- **examine and interpret** the contribution of francophone cultures to our society, by focusing on past and present facts and events;

- **study independently and analyze with the teacher's assistance, if need be**, the contribution of francophone cultures to our society by examining the basic facts that make it possible for them to understand information, events or contemporary behaviour;

- **discover and/or become sensitive** to certain aspects of other cultures found in the Northwest Territories, in Canada and in the world;

- **examine and interpret** the contribution of one or more Canadian ethno-cultural groups to our society, by focusing on past and present facts and events;

- **study independently and analyze with the teacher's assistance, if need be**, the contribution of one or several ethno-cultural groups to our society by examining the basic facts that make it possible for them to understand information, events or contemporary behaviour;

come to better understand and respect cultures other than the one to which he belongs and thus expand his view of the world;

ADVANCED 2

GLOBAL OBJECTIVES
(Beginner-Intermediate to Advanced)

GENERAL OBJECTIVES
(Advanced Level)

SPECIFIC OBJECTIVES
(Sub-level Advanced 2)

LANGUAGE

- understand and use the linguistic code which encompasses the sound-symbol system, vocabulary and grammar appropriate to achieving their communicative intents in various communicative situations;

- understand and use, orally and in writing, the sound-symbol system, vocabulary and word and sentence order (syntax) in simple and complex communications (a series of short sentences and more complex sentences that contain several prepositions), in the present, future and occasionally past tenses;

- * The teacher must not expect the student to master this knowledge at the end of the sub-level Advanced 2; the purpose of each sub-level is to begin the process of practising, which is a process that will become more refined over the years. The more a student is made to use this knowledge in meaningful practice, the more he will increase his confidence and level of mastery of this knowledge.

- * the vocabulary must always be accompanied by an article.

- * the student is not required to memorize the conjugation of verbs nor be taught the vertical conjugation of the above tenses.

- understand, orally and in writing (listening/reading) the sound-symbol system, the vocabulary appropriate to the field of experience, and the sentence order appropriate to texts or speeches of varying length and complexity;

- use, orally and in writing (speaking/writing), the linguistic elements introduced at the Beginner and Intermediate levels and at the Advanced 1 sub-level;

- use, orally and in writing (speaking/writing), the sound-symbol system related to the vocabulary appropriate to the fields of experience by employing both simple and complex sentences in the appropriate tenses with the following cohesion markers and linguistic elements:

- the pluperfect tense
- the simple past
- the present participle
- possessive pronouns
- demonstrative pronouns
- the structure of discourses

ADVANCED 2

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL LANGUAGE EDUCATION

- expand the student's horizons through appropriate linguistic, cultural and strategic awareness. The student will develop strategies to facilitate his learning of a second language effectively and increase his autonomy with regard to his learning in general. He will become aware of the role that these elements play in his cognitive, socio-affective and metacognitive development.

GENERAL OBJECTIVES (Advanced Level)

- identify the main message in a communication to develop a tolerance toward ambiguity;
- use non-verbal clues or other aids such as dictionaries, graphs, illustrations, to assist in the comprehension or production of a communication;
- this is a more behavioral oriented objective, i.e., can be evaluated as opposed to "discover the language" which is difficult to assess;
- take risks by accepting that mistakes are a part of the learning process;
- develop an individual learning plan regarding a particular task.

SPECIFIC OBJECTIVES (Sub-level Advanced 2)

- use the strategies introduced at the Beginner and Intermediate levels and at the Advanced 1 sub-level;
- use historical documentation to better understand and interpret a communication;
- distinguish between fact and opinions/emotions in a communication;
- use circumlocution to make up for a lack of vocabulary in order to maintain a communication;
- select and use cohesion markers to make a more cohesive discourse.

ADVANCED 3

GLOBAL OBJECTIVES

(Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES

(Advanced Level)

SPECIFIC OBJECTIVES

(sub-level Advanced 3)

EXPERIENCE

- engage in various language experiences that reflect the physical, social, civic, intellectual and leisure dimensions that will make it possible for him to:

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with the following fields:

Advanced 1:

- Personality
- The media
- Science
- The Arts
- A well-known Francophone area
- The international French-speaking community
- The challenge of my future
- Myths and legends

Advanced 2:

- Being independent
- The future of the world
- The world of technology
- Fine arts
- Sports
- Canadian ethnic diversity
- News items
- Current events

Advanced 3:

- The health of the young adult
- Politics
- The world of handicapped persons
- French Canadian literature
- Québec
- Hobbies
- Current events
- Controversial issues

and other fields of experiences that relate to his needs and interests;

Based on his life experiences, the learner will be able to, depending on the field of experience,

- engage in language experiences dealing with at least six of the following nine fields of experience:

- The health of the young adult
- Politics
- The world of handicapped persons
- French Canadian literature
- Québec
- Hobbies
- Current events
- Controversial issues

and other fields of experience that relate to his needs and interests;

ADVANCED 3

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Advanced Level)

SPECIFIC OBJECTIVES (Sub-level Advanced 3)

COMMUNICATION

- **express**, in French his experiences, ideas and emotions, as well as those of others, as a specific communicative intent and interact with interlocutors in various situations;

- **understand** the meaning of the main points and supporting details in a variety of oral or written texts or spontaneous discourses at various language levels;
- **express** their communicative intent, orally and in writing, by developing their ideas coherently, mainly after preparation but on occasion spontaneously;

- **understand and interpret**, orally and in writing (listening/reading), the significance of the main points and details of a communication;
- **produce** speeches or texts, orally and in writing (speaking/writing), and mainly spontaneously, by developing their ideas coherently;

CULTURE

- **discover and/or become sensitive** to the Francophone cultures that exist within Canada and in the world;

- **examine and interpret** the contribution of francophone cultures to our society, by focusing on past and present facts and events;

- **examine and analyze independently** the contribution of francophone cultures to our society by interpreting information, events or behaviour in contemporary francophone cultures;

- **discover and/or become sensitive** to certain aspects of other cultures found in the Northwest Territories, in Canada and in the world;

- **examine and interpret** the contribution of one or more Canadian ethno-cultural groups to our society, by focusing on past and present facts and events;

- **examine and analyze independently** the contribution of one or several ethno-cultural groups to our society by studying the basic facts that make it possible for them to understand information, events or contemporary behaviour;

come to better understand and respect cultures other than the one to which he belongs and thus expand his view of the world;

ADVANCED 3

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Advanced Level)

SPECIFIC OBJECTIVES (sub-level Advanced 3)

LANGUAGE

- understand and use the linguistic code which encompasses the sound-symbol system, vocabulary and grammar appropriate to achieving their communicative intents in various communicative situations;

- understand and use, orally and in writing, the sound-symbol system, vocabulary and word and sentence order (syntax) in simple and complex communications (a series of short sentences and more complex sentences that contain several prepositions), in the present, future and occasionally past tenses;

- * The teacher must not expect the student to master this knowledge at the end of the sub-level Advanced 3; the purpose of each sub-level is to begin the process of practising, which is a process that will become more refined over the years. The more a student is made to use this knowledge in meaningful practice, the more he will increase his confidence and level of mastery of this knowledge.

- * the vocabulary must always be accompanied by an article.

- * the student is not required to memorize the conjugation of verbs nor be taught the vertical conjugation of the above tenses.

- understand, orally and in writing (listening/reading), the sound-symbol system, the vocabulary appropriate to the fields of experience, and the coherence of sentences appropriate to texts of varying length and complexity;

- use, orally and in writing (speaking/writing) the linguistic elements introduced at the Beginner and Intermediate levels and at the Advanced 1 and 2 sub-levels;

- use, orally and in writing (speaking/writing), the sound-symbol system related to the vocabulary appropriate to the fields of experience by employing both simple and complex sentences in the appropriate tenses and with the following cohesion markers and linguistic elements:

- the future perfect (orally only)
- the past conditional
- the passive voice
- the structure of discourses

ADVANCED 3

GLOBAL OBJECTIVES (Beginner-Intermediate-Advanced)

GENERAL OBJECTIVES (Advanced Level)

SPECIFIC OBJECTIVES (sub-level Advanced 3)

GENERAL LANGUAGE EDUCATION

- expand the student's horizons through appropriate linguistic, cultural and strategic awareness. The student will develop strategies to facilitate his learning of a second language effectively and increase his autonomy with regard to his learning in general. He will become aware of the role that these elements play in his cognitive, socio-affective and metacognitive development.
- identify the main message in a communication to develop a tolerance toward ambiguity;
- use non-verbal clues or other aids such as dictionaries, graphs, illustrations, to assist in the comprehension or production of a communication;
- this is a more behavioral oriented objective, i.e., can be evaluated as opposed to "discover the language" which is difficult to assess;
- take risks by accepting that mistakes are a part of the learning process;
- develop an individual learning plan regarding a particular task.
- use the strategies introduced at the Beginner and Intermediate levels and at the Advanced 1 and 2 sub-levels;
- make suppositions and verify their accuracy by reading a text or by asking questions in order to obtain clarification;
- establish the pros and cons of arguments to evaluate the complexity of a communication;
- look for the chance to use spontaneously the French language in a variety of contexts;
- select the best linguistic form to express their communicative intent according to the context.

**LIST OF SOME SUGGESTED
EDUCATIONAL PROJECTS/TOPICS FOR EACH FIELD
OF EXPERIENCE PROPOSED BY
THE FSL CURRICULUM**

200 suggested educational projects:

- Beginner 1: 29 educational projects
- Beginner 2: 31 educational projects
- Beginner 3: 25 educational projects
- Intermediate 1: 31 educational projects
- Intermediate 2: 49 educational projects
- Intermediate 3: 35 educational projects

77 suggested topics

- Advanced 1: 25 topics
- Advanced 2: 27 topics
- Advanced 3: 25 topics

Beginner 1

- The individual
- The family
- The school
- The community
- Clothing
- Holidays
- Domestic animals
- The world of wonders

Beginner 2

- Friends
- Physical exercise
- Holidays and celebrations
- The weather
- Food
- Hobbies
- Wild animals
- Housing

Beginner 3

- Outdoor activities
- Transportation
- Northern food
- The environment
- The senses
- Clothing
- Famous people
- French in daily life

Intermediate 1

- Holidays and celebrations
- Safety
- Friends
- The world of work
- Self-protection
- Aboriginal people
- The Acadiens
- Hobbies
- Holidays
- Hygiene

Intermediate 2

- Environmental conservation
- Crime and violence
- Friends
- Trades and professions
- Consumerism
- Immigrants
- The Québécois
- Social activities
- Music
- Health and physical exercise

Intermediate 3

- Adolescence and its responsibilities
- Advertising
- Being a young parent
- The world of work
- Fashion
- The Inuit
- The French-Canadians
- Clubs and associations
- Trips and excursions
- Animals

Advanced 1

- Personality
- The media
- Science
- The Arts
- A well-known Francophone area
- The International French-speaking community
- The challenge of my future
- Myths and legends

Advanced 2

- Being independent
- The future of the world
- The world of technology
- Fine arts
- Sports
- Canadian ethnic diversity
- News items
- Current events

Advanced 3

- The health of the young adult
- Politics
- The world of handicapped persons
- French Canadian Literature
- Québec
- Hobbies
- Current events
- Controversial issues

BEGINNER LEVEL

Beginner 1

Fields of Experience

Suggested Educational Projects

- **THE INDIVIDUAL**
 - Know how to present oneself
 - Do what we like and don't like
 - Make a list of main telephone numbers one would need for self-protection
- **THE FAMILY**
 - Prepare a family tree
 - Prepare a family album
 - Make a collage of family activities
- **THE SCHOOL**
 - Visit a school
 - Prepare a back-to-school handbook
 - Design the perfect school
 - Design a school for the year 2000
 - Get to know your classroom
- **THE COMMUNITY**
 - Visit your community
 - Get to know the people of your community
 - Draw a map of your community
 - Prepare a tourist pamphlet for young visitors
- **CLOTHING**
 - Present different ways to wear clothes
 - Prepare a seasonal fashion magazine for school clothes
 - Prepare a clothes guide for a special occasion
 - Present a fashion show
- **HOLIDAYS**
 - Celebrate Valentine's Day
 - Prepare a calendar of holidays and special occasions
 - Organize a surprise party for someone
- **DOMESTIC ANIMALS**
 - Prepare an album with one's favourite domestic animals
 - Visit a pet shop
 - Prepare a domestic animals competition at school
 - Prepare a skit on farm animals
 - Prepare a domestic pet guide for apartment dwellers
- **THE WORLD OF WONDERS**
 - Prepare a story book on the world of wonders
 - Prepare a cartoon together

BEGINNER LEVEL

Beginner 2

Fields of experience

Suggested Educational Projects

- **FRIENDS**
 - Prepare a profile of one's best friend
 - Organize a friendship party at school
- **PHYSICAL EXERCISE**
 - Prepare an album of your favourite sports
 - Organize a sport-a-thon to benefit a class activity
 - Organize a "participation" day at school
 - Organize an Inuit sports tournament (Arctic Winter Games)
- **HOLIDAYS AND CELEBRATIONS**
 - Celebrate the Toonyk Time of Iqaluit
 - Participate in the Yellowknife Caribou Carnival
 - Make a presentation on the Quebec Carnival
 - Organize a Heritage Day in school
 - Make a presentation on a "Pow Wow"
- **THE WEATHER**
 - Prepare a weather forecast
 - Prepare an October climate report for all Canadian provinces
 - Make a seasonal calendar
 - Prepare a January, April, July and October climate report for all principal NWT communities
- **FOOD**
 - Go on a grocery shopping trip
 - Prepare a food guide for teenagers/children
 - Prepare a picnic
 - Go to a restaurant
- **HOBBIES**
 - Create a new social game
 - Do a survey of favourite hobbies
 - Prepare a one-day agenda for a holiday
- **WILD ANIMALS**
 - Prepare an album with one's favourite wild animals
 - Prepare together an album on zoo visits
 - Prepare an album of NWT wild animals
 - Interview a hunter
 - Prepare a report on the importance of certain wild animals for Aboriginal communities
 - Prepare a report on the polar bear
- **HOUSING**
 - Draw a map of one's house or bedroom
 - Prepare a report on the different types of housing in the NWT
 - Build an igloo
 - Prepare a report on the housing needs in one's community

BEGINNER LEVEL

Beginner 3

Fields of experience

Suggested Educational Projects

- **OUTDOOR ACTIVITIES**
 - Plan or prepare a camping /fishing /hunting trip
 - Prepare a survival guide
 - Prepare a nature/field trip (e.g. "Green Class", "Camp de neige")
- **TRANSPORTATION**
 - Organize a bicycle repair course
 - Organize a bicycle or dog sled excursion
 - Prepare a report on the means of transportation in the NWT
- **NORTHERN FOOD**
 - Prepare a northern food recipe
 - Prepare a northern food guide for youth
 - Organize a sampling of northern foods at school
 - Make a northern food recipe book
- **THE ENVIRONMENT**
 - Prepare a guide of the National Parks in Canada
 - Organize a volunteer clean-up of one's neighbourhood or community
 - Design posters promoting cleanliness at school
- **THE SENSES**
 - Prepare experiments in which one discovers the importance of the senses
 - Role-play the life of a blind or deaf person
 - Describe a strong feeling one has experienced
- **CLOTHING**
 - Do a survey of what clothes students buy
 - Organize a clothing flea market to benefit a school activity or other
 - Imagine what fashions will be like in the year 2010
 - Hold a fashion show
- **FRENCH IN DAILY LIFE**
 - Prepare a brochure on the french services in one's community or in the NWT
 - Research the importance of the French language in certain jobs
- **FAMOUS PEOPLE**
 - Do a report on one's favourite star
 - Prepare an interview of a star
 - Produce a guide on "How to Become a Star"

INTERMEDIATE LEVEL

Intermediate 1

Fields of experience

Suggested Educational Projects

- **HOLIDAYS AND CELEBRATIONS**

- Organize a mini-Heritage Day
- Organize a "cabane à sucre" Day
- Organize a Senior Citizens Day

- **SAFETY**

- Take a driver's education or bicycle safety course
- Prepare an emergency escape plan for the home
- Make information brochures on the prevention of local hunting and fishing accidents

- **FRIENDS**

- Prepare a skit on the behaviour and attitudes in friendships
- Prepare an interview/televised panel on the role of peer pressure
- Prepare a self-knowledge guide to better choose friends
- Prepare a recipe book on "How to Make Good Friends"

- **THE WORLD OF WORK**

- Learn to fill out a job application
- Prepare a debate on the advantages and the disadvantages of a part-time job
- Prepare a report on the students' career choices, the educational requirements, potential salary, etc.

- **SELF-PROTECTION**

- Prepare information brochures on the prevention of local hunting and fishing accidents
- Prepare an information report on youth health services in one's community
- Prepare a pocket directory of emergency contact persons in one's community

- **ABORIGINAL PEOPLE**

- Prepare a book of Aboriginal legends or stories
- Prepare a slide show on the Aboriginals of one's community or other areas of the NWT
- Organize a nature weekend with Aboriginal peoples
- Prepare an Aboriginal meal
- Organize an Aboriginal craft fair
- Make an Aboriginal handicraft

- **THE ACADIANS**

- Prepare a report on a specific aspect of Acadia
- Organize an Acadian Day
- Do a mural of all that symbolizes Acadia
- Organize an exchange trip with an Acadian class

- **HOBBIES**

- Organize a hockey card fair
- Report on one's favourite collection
- Organize a card sale/exchange for collectors

- **HOLIDAYS**

- Prepare a tourist brochure on a region one likes
- Plan a dream holiday
- Prepare a slide show to entice people to visit the NWT.

- **HYGIENE**

- Prepare a brochure on how to treat a cold
- Prepare a healthy diet/ schedule of physical activities

INTERMEDIATE LEVEL

Intermediate 2

Fields of experience

Suggested Educational Projects

- **ENVIRONMENTAL CONSERVATION**

- Write a letter expressing your views on pollution
- Prepare a school brochure on how to limit or avoid pollution in one's community
- Organize a flea market to show different ways of recycling
- Organize a selective garbage pick-up plan for one's community
- Prepare a guide on energy conservation for youth
- Do a presentation on pollution in the NWT: a list and solutions
- Design a poster with a positive message on environmental conservation

- **CRIME AND VIOLENCE**

- Make a presentation on strike violence in the NWT.
- Prepare a report on vandalism in one's community
- Prepare a report on crime in Canada
- Prepare a report on vandalism and violence in one's school

- **FRIENDS**

- Organize a debate on people's behaviour and attitudes towards their close friends
- Prepare a report on what causes a teenager to feel strongly for a friend
- Make a recipe book on "How to Make Good Friends"

- **TRADES AND PROFESSIONS**

- Organize a career day
- Plan a course on childcare
- Visit/invite a doctor, a lawyer, a plumber, etc.

- **CONSUMERISM**

- Design a new shopping centre
- Prepare a sale for a store
- Prepare a brochure on consumers' rights and responsibilities in the NWT
- Make a presentation on shopping in the year 2010
- Prepare a shopper's guide for the purchase of one's first car, sound system, motorcycle, etc.
- Prepare a report on the most successful commercials for youth
- Learn how to budget
- Organize a flea market

- **IMMIGRANTS**

- Take part in a cross-cultural celebration or holiday
- Organize a multicultural celebration in one's school or community
- Prepare a slide show on the various ethnic groups in one's community
- Prepare a slide show on the various ethnic groups in one's community or in the NWT

- **THE QUÉBÉCERS**

- Prepare a documentary about Quebecers living in one's community or in the NWT
- Present a slide show of different areas in Quebec
- Prepare a report on the Quebec educational system
- Organize a Quebec day
- Make a mural of all that symbolizes the Quebec people
- Organize a trip to Quebec

- **SOCIAL ACTIVITIES**

- Plan and organize a school dance
- Prepare a dating guide
- Create a magazine for different groups in the school based on their beliefs, music, clothing, etc.

- **MUSIC**

- Organize an evening of music
- Make a presentation on one's favourite musician/singer
- Write new lyrics for a well-known song

- **HEALTH AND PHYSICAL EXERCISE**

- Learn how to play a sport: Intercross or (...Inuit sport)
- Prepare an aerobic course
- Learn a modern or folk dance

INTERMEDIATE LEVEL

Intermediate 3

Fields of experience

Suggested Educational Projects

- **ADOLESCENCE AND ITS RESPONSIBILITIES**

- Prepare a debate on the pros and cons of leaving one's family to live alone in an apartment
- Prepare a debate on the relationships of friends
- Write a newspaper article entitled "Can We Trust Youth?"
- Prepare a skit on peer pressure

- **ADVERTISING**

- Prepare a school newspaper
- Prepare a radio or tv commercial
- Prepare a television show (e.g. a televised game show) with commercials

- **BEING A YOUNG PARENT**

- Organize an information course on "Being at school and being the parent of a child"
- Interview a minor who is a parent
- Write a guide on the responsibilities of a young parent towards his/her child
- Write a brochure on the agencies that offer help to minors who are parents

- **THE WORLD OF WORK**

- Learn how to compose one's résumé
- Do a presentation on the jobs and professions that will be the most in demand during the next twenty years
- Organize a debate on trade unions

- **FASHION**

- Organize a fashion show for 15-18 year olds
- Do a survey of what clothing students buy
- Prepare a report on the attitude of youth towards fashion

- **THE INUIT**

- Prepare a book of Inuit legends or stories
- Prepare a slide show on the Inuit of one's community or other areas of the NWT
- Organize a nature weekend with Inuit peoples
- Prepare an Inuit meal
- Organize an Inuit Fine arts exhibition (fair)
- Make an Inuit sculpture

- **THE FRENCH-CANADIANS**
 - Prepare a documentary on Francophones of the Western Provinces and Territories
 - Do a report on the history of the Francophones of the Western Provinces and Territories
 - Present a slide show on the Franco-Ontarians
- **CLUBS AND ASSOCIATIONS**
 - Prepare a guide of school clubs and associations
 - Start a school hobby club
 - Produce a directory describing youth clubs and associations in one's community
- **TRIPS AND EXCURSIONS**
 - Plan a travel fair
 - Organize an exchange trip
 - Plan an excursion
- **ANIMALS**
 - Make a presentation on the place of animals in spiritual life
 - Make a presentation on animal violence
 - Write a letter to L'Aquilon expressing one's views on laboratory animals

ADVANCED LEVEL

Advanced 1

Fields of Experience

Suggested Topics

- **PERSONALITY**
 - Getting to know oneself better through self-analysis
 - A guide to the perfect school principal
 - The profile of an artist
- **THE MEDIA**
 - The world of information
 - Journalism: a dangerous profession
 - The role of the media
- **SCIENCE**
 - A school science fair
 - An inventor and his/her invention
- **THE ARTS**
 - An art gallery
 - A calendar of fine art exhibitions in one's area
 - An Inuit sculpture
 - A video of an artist in action
 - A "ceinture fléchée" (arrow sash)
- **A WELL-KNOWN FRANCOPHONE AREA**
 - A tourist guide to the area
 - The recipe of a local specialty
 - A tour of a famous French area
- **THE INTERNATIONAL FRENCH-SPEAKING COMMUNITY**
 - An exhibit on various French-speaking countries
 - The music of French-speaking Africa
 - A cookbook of international French recipes
- **THE CHALLENGE OF MY FUTURE**
 - My career
 - The school's career counsellor
 - A guide on how to start a business
- **MYTHS AND LEGENDS**
 - The story of a legendary hero
 - An anthology of Canadian legends for young people
 - A Francophone myth or legend

ADVANCED LEVEL

Advanced 2

Fields of Experience

Suggested Topics

- **BEING INDEPENDANT**
 - Living in an apartment
 - Buying a car
- **THE FUTURE OF THE WORLD**
 - The Nunavut territory
 - The right to peaceful interference
 - Arms
- **THE WORLD OF TECHNOLOGY**
 - Telecommunications
 - The tools of work
 - Future means of transportation
- **FINE ARTS**
 - A dancing star
 - Famous painters
 - A fine arts studio
- **SPORTS**
 - Sports in the French-speaking world
 - Acadian sports
 - A famous French-speaking athlete
 - Drugs and sports
- **CANADIAN ETHNIC DIVERSITY**
 - Francophones in the NWT
 - Students' attitudes and behaviour towards immigrants in the community
 - Immigration in Canada
 - The integration of immigrants into Canadian life
 - An immigrant's reasons for leaving his/her native country
- **NEWS ITEMS**
 - Gambling
 - Movie critics
 - Interest rates
- **CURRENT EVENTS**
 - Unemployment
 - Dropping out of school
 - The single parent family
 - Poverty here and elsewhere

ADVANCED LEVEL

Advanced 3

Fields of Experience

Suggested Topics

- **THE HEALTH OF THE YOUNG ADULT**
 - Anorexia, obesity
 - Alcoholism, drugs
 - Stress, anxiety
- **POLITICS**
 - Political parties, elections
 - Democracy in the world
 - An important political figure
- **THE WORLD OF HANDICAPPED PERSONS**
 - The integration of handicapped persons into society
 - Handicapped athletes
 - A famous handicapped person
- **FRENCH CANADIAN LITERATURE**
 - Changing the role of a character in a play
 - A French Canadian writer of one's choosing
 - Acting out a chapter in a novel
- **QUEBEC**
 - An important historical figure in Quebec
 - Tourist spots in Quebec
 - The Quebec educational system
- **HOBBIES**
 - Discos, the movie theatre, television
 - literature, sports
 - Volunteer work
- **CURRENT EVENTS**
 - Free trade
 - Taxes
 - War
- **CONTROVERSIAL ISSUES**
 - Euthanasia
 - Religious sects
 - Marriage versus common law
 - Immigration

RECOMMENDED RESOURCES

The following teaching materials are recommended for the curriculum as they take into account the academic level, age and interest of students. This list will be revised annually reflecting the suitable new resources. This list should help teachers and principals in choosing their resource materials.

Beginner Level

. *Collection Savoir Faire : Images 1-2-3* (Addison Wesley)
Recommendation: Age group 6 to 8 years old (grades 1-2)
Language proficiency level : Beginner :

. *Collection Savoir Faire : Visages 1-2-3* (Addison Wesley)
Recommendation: Age group 8 to 12 years old (grades 1-2-3)
Language proficiency level : Beginner 2 - 3

. *Aventures A-B-C-D (or Aventures 1-2-3)* (Copp Clark Pitman Ltd)
Recommendation: Age group 8 to 12 years old (grades 3- 7)
Language proficiency level : Beginner 1 - 2 - 3

. *Bienvenue A-B-C-D* (Prentice Hall)
Recommendation: Age group 8 to 12 years old (grades 3 - 7)
Language proficiency level : Beginner 1 - 2 - 3

. *Dimoitou 1* (C.E.C.)
Recommendation: Age group 6 to 7 years old (grades 1-2)
Language proficiency level : Beginner 1

Other Supplementary resources:

. *Bibliobus A, A+, B, B+, C* (The Resource Center)
Recommendation: Age group 6 to 13 years old (grades 1-7)

Intermediate Level

. *Entr'amis 1-2-3* (Prentice Hall)
Recommendation: Age group 13 to 17 years old (grades 8 - 12)
Language proficiency level : Intermediate 1 - 2 - 3

. *Élan 1(1-2) - 2 (1-2) - 3* (C.E.C.)
Recommendation: Age group 13 to 15 years old (grades 8 - 10)
Language proficiency level : Intermediate 1 - 2

. *Destination 1-2-3* (Copp Clark Pitman Ltd)
Recommendation: Age group 13 to 17 years old (grades 8 - 12)
Language proficiency level : Intermediate 1 - 2 - 3

. Arc-en-ciel 1-2-3-4
Recommendation:

(M.G.P./The Resource Center)

Age group 15 to 17 years old (grades 10 - 12)

Language proficiency level : Beginner 1 to Intermediate 3

*****This resource material is suggested *ONLY* for the French as a Second Language course beginning in Grade 10 at the level Beginner 1**

. Collection Savoir Faire : Passages 1-2 (Addison Wesley)

Recommendation: Age group 13 to 15 years old (grades 8 - 9)

Language proficiency level : Intermediate 1 - 2

. Collection Savoir Faire : Passages 2-3 (Addison Wesley)

Recommendation: Age group 15 to 17 years old (grades 9 - 12)

Language proficiency level : Intermediate 2 - 3

Advanced Level

. Collection Savoir Faire : Voyages 1-2-3 (Addison Wesley)

Recommendation: Age group 15 to 17 years old (grades 10 - 12)

Language proficiency level : Advanced 1 - 2 - 3

SUPPORT DOCUMENTS:

Below is a list of the teaching units developed or adapted by the Department. These units will be available in 1994-95:

Developed Units:

- The community (developed by a Yellowknife team): sub-level Beginner 1
- The Arctic Winter Games (developed by a Yellowknife team): sub-level Beginner 2
- Northern foods (developed by a Yellowknife team): sub-level Beginner 3

Units from Nova Scotia and Prince Edward Island. Adapted by the NWT:

- Shopping: Intermediate level
- Crime and violence: Intermediate level
- Survival Unit in a French class: Intermediate level
- Personality: Intermediate level
- Driver's license: Intermediate level

Several other teaching units will be available for the school year 1995-1996. The quantity of units developed, or adapted will depend on the availability of the consulting teacher to produce these units.

Other support documents which will be available during the school year 1994-1995:

- French as a Second Language: Teacher's Resource Guide (including student evaluation)
- French as a Second Language: User's Guide For Administering Model Tests: Beginner level
- French as a Second Language: Annotated Bibliography of Learning Resources: Beginner and Intermediate levels

Publishers:

Addison Wesley Publishers

P.O. Box 580

26 Prince Andrew Place

Don Mills, Ont, M3C 2T8

telephone: (416)447-5101

FAX: (416) 443-0948

Centre Éducatif et Culturel Inc. (C.E.C.)

8101, boul. Métropolitain Est

Anjou, Qc, H1J 1J9

telephone: (514) 351-6010 FAX: (514) 351-3534

Copp Clark Pitman Ltd

2775 Matheson Blvd East

Mississauga, Ont, L4W 4P7

telephone: (416) 238-6074 FAX:(416) 238-6075

Prentice Hall Canada Inc.

1870 Birchmount Road

Scarborough, Ont, M1P 2J7

telephone: (416) 293-3621 FAX: (416) 299-2539

The Resource Centre

P.O. Box 190

Waterloo, Ont, N2J 3Z9

telephone: (519) 885-0826 FAX: (519) 747-5629

The following resource materials are no longer recommended. They are outdated and do not correspond with the philosophy of the new NWT French as a Second Language curriculum:

List of the series:

"Le français en action"

"Le français international"

"Vive le français"

"French for Mastery"

"En français S.V.P."

GLOSSARY/GLOSSAIRE

Analytical / Analytique

Type of teaching and learning that emphasizes examination and reflection upon one or more specific elements of language, culture or strategy use.

Aware of / Sensibiliser

To make conscious of, to introduce to.

Behaviour / Comportement

Way of acting influenced by attitude.

Circonlocution / Circonlocution

Both an affective and cognitive strategy: a strategy of tenaciousness in sustaining a communication (affective); a strategy of finding other ways to sustain a communication when one wants to express an idea but is lacking the exact word (cognitive).

Coherence / Cohérence

Contextualized, logical links between ideas in discourse.

Cohesion / Cohésion

Links between linguistic elements at the word, sentence or discourses level.

Cohesive element / Élément cohésif

Word or expression that connects words or ideas (e.g. Le chat et le chien [word level]. Simone mange beaucoup de salade parcequ'elle aime ça [sentence level]. À partir de maintenant, vous partegerez vos idées avec les autres équipes [discourse level]).

Cohesion marker / Marqueurs de cohésion

Any word or expression (such as *mais, aussi, et, premièrement, etc.*) that joins sentences together to create a coherent flow of ideas.

Cognate word / Mot apparenté

Word is similar in different languages and has the same meaning (e.g. hôpital/hospital).

Communication / Communication

Process of interpreting, expressing and negotiating the meaning of a message.

Communicative intent / Intention de communication

Purpose or goal of a communication.

Complex sentence / Phrase complexe

Sentence containing at least two prepositions.

Comprehension / Compréhension

The determination of the meaning of an oral or written message

Context / Contexte

Elements that situate a communication and give it a particular meaning: who, what, where, when, why, and how.

Concrete fact / *Fait concret*

Names, objects, events, that demonstrate the presence of francophones or another ethnic group in the environment.

Culture / *Culture*

The ideas, behaviours, signs and symbols of a people.

Environment / *Environnement*

A person's surroundings, physical, social or psychological.

Experience / *Expérience*

Interaction with the environment.

Field of experience / *Champ d'expérience*

Those aspects of reality with which the student already has knowledge, behaviours and attitudes through use of the first language.

Interlocutor / *Interlocuteur*

Person who participates in a communicative exchange in which his role may be that of a listener or a reader.

Keyword / *Mot-clé*

Word that is important to the understanding of a communication.

Knowledge / *Connaissance*

That which the learner understands about a field of experience.

Language experience / *Expérience langagière*

To use one's communicative, linguistic and strategic knowledge of the language to interact with one's environment.

Linguistic element / *Élément linguistique*

Element of the linguistic code: sound, symbol, vocabulary, grammar or discourse.

Locutor / *Locuteur*

Person who participates in a communicative exchange in which his role is maybe that of a writer or a speaker.

Metacognitive processes / *Processus métacognitif*

Reflection on thought; a person's awareness of how he thinks.

Message / *Message*

The content of a communication.

Negotiation / *Négociation*

Linguistic interaction between a person and his environment involving both comprehension and production.

Non-analytical / *Non-analytique*

Type of teaching/learning in which the emphasis is placed on experiences in a global language context. (See "analytical").

Non-verbal / *Non-verbale*

Form of expression where the intent is communicated without words, i.e. gestures, illustrations, paralinguistic features.

Oral or written production / *production orale ou écrite*

The creation of a written or spoken message; spoken or written.

Paralinguistic features / *Attributs paralinguistiques*

Pauses, hesitations, silence, social distance, body posture, etc., that in and of themselves have meaning.

Research / *Recherche*

To discover information.

Reasoning deductively (deduction)/ *Raisonnement déductif (déduction)*

Inferring/applying general rules of principles to specific applications.

Reasoning inductively (induction)/ *Raisonnement inductif (induction)*

Inferring general rules and principles from various specific examples.

Selective attention / *Attention sélective*

A strategy used to focus and concentrate on the task at hand.

Skill / *Habileté*

Ability to do something (e.g. listen with understanding).

Simple sentence / *Phrase simple*

Sentence containing only one subject, verb and complement.

Text (oral production)/ *Texte (Discours)*

A combination or series of connected ideas presented orally or in writing to express a communicative intent.

To communicate / *S'exprimer*

To make known one's ideas based on the intent to communicate.

Tolerance of ambiguity / *Tolérance envers l'ambiguïté*

Both an affective and cognitive strategy: a positive attitude maintained by not becoming frustrated when there is a lack of full comprehension of a communication (affective); a strategy whereby learners use their knowledge to glean meaning from a given communication without necessarily understanding every word or detail (cognitive).

Usual sentence / *Phrase courante*

Sentence frequently used in the daily life.