

Orientation document for Atlantic Canada Core French Curriculum

*Newfoundland and Labrador
Department of Education*



Core French

ORIENTATION

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Preface

French second language programs are an integral part of the curriculum in each of the Atlantic provinces. In an effort to provide a unified perspective with regard to desired curriculum outcomes upon completion of a Core French program, the Atlantic Provinces Education Foundation (APEF) in 1997 set up the Core French Regional Curriculum Committee with representatives from each province:

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The Committee's mandate was to:

- consult provincial, regional, and national documentation pertaining to Core French dating back no further than 1990;
- identify the essential elements in this documentation relating to curriculum outcomes;
- develop a common framework of Core French curriculum outcomes by the end of March 1998;
- formulate general and specific curriculum outcomes for three distinct cycles.

The Committee also wishes to mention the participation of teaching staff in each province, whose comments were invaluable.

Introduction

As a result of the contributions of cognitive psychology to the knowledge of the nature of learning, education is facing fundamental changes. It is clear that rapid change is an integral part of daily life. Educators must therefore provide young people with the opportunity to acquire the knowledge and skills, and develop attitudes they will need to continue to learn throughout their lives, to become lifelong learners.

The education community, because of these realities, must turn its attention to the *achieve-*

ments of students. Program guides must therefore focus on the definition of curriculum outcomes. “A curriculum outcome is the manifestation—observable and, insofar as is possible, measurable—of the behaviour of a student in relation to the knowledge, skills, and attitudes that he or she has acquired during a learning experience.”¹

The curriculum outcomes described in this document present the overall expectations from which each province’s curriculum outcomes are

derived. *Each province retains the right and the responsibility for developing its own curricula and for adopting the teaching approaches that it believes to be the most conducive to the learning of Core French in that province.*

This document is intended for all partners interested in the Core French curriculum and specifically for curriculum developers, teaching staff, and publishing houses concerned with preparing resources that meet needs relating to Core French in the Atlantic provinces.

¹ *Les résultats d'apprentissage : à l'aube du 21^e siècle*. Association canadienne d'éducation de la langue française : Table nationale d'éducation de la langue française, 1997, page 5.

Core French Curriculum and Curriculum Outcomes

DEFINITIONS

Essential Graduation Learnings in the Atlantic Provinces

Essential graduation learnings (EGL) are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the essential graduation learnings will prepare students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study, today and in the future. Essential graduation learnings are cross-curricular, and curriculum in all subject areas is focussed to enable students to achieve these learnings. Essential graduation learnings serve as a framework for the curriculum development process.

Curriculum Outcomes

Curriculum outcomes are statements articulating what students are expected to know and be able to do in the Core French curriculum. These outcomes statements also describe what knowledge, skills, and attitudes students are expected to demonstrate at the end of certain key stages in their education as a result of their cumulative learning experiences at each grade level in the entry-graduation continuum.

Key-stage Curriculum Outcomes

Key-stage curriculum outcomes are statements which identify what students are expected to know and be able to do by the end of grades 6, 9, and 12 as a result of their cumulative learning experiences in the Core French curriculum.

Specific Curriculum Outcomes

Specific curriculum outcomes are statements which identify what students are expected to know and be able to accomplish by the end of each school year as a result of their cumulative learning experiences in the Core French curriculum. The specific curriculum outcomes for Core French are developed by each province.

Achievement of curriculum outcomes contributes to the achievement of the essential graduation learnings.

CONNECTIONS BETWEEN THE CORE FRENCH CURRICULUM AND THE ESSENTIAL GRADUATION LEARNINGS

Graduates from the public schools of Atlantic Canada will be able to demonstrate knowledge, skills, and attitudes in the following essential graduation learnings. Provinces may add other essential graduation learnings as appropriate.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

For example, graduates will be able to:

- use various art forms as a means of formulating and expressing ideas, perceptions, and feelings
- demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy
- demonstrate understanding of the ideas, perceptions, and feelings of others as expressed in various art forms
- demonstrate understanding of the significance of cultural resources such as theatres, museums, and galleries

The arts are an integral part of the Core French curriculum. The lives of learners are enriched through the study of a wide range of art forms, including literature, music, theatre, and drawing. This gives them an awareness of the contribution of the arts to society, and they are then able to respond personally, critically, and creatively. Learners also use various art forms to express their ideas and feelings.

Key-stage curriculum outcomes which contribute to students' achievement of this essential graduation learning include the following:

Students will be expected to:

- respond personally to simple texts through song, mime, drawing, and drama (by the end of grade 6)
- recognize the importance of non-verbal communication (by the end of grade 9)
- interpret and respond to texts critically and creatively (by the end of grade 12)

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

For example, graduates will be able to:

- demonstrate understanding of sustainable development and its implications for the environment
- demonstrate understanding of Canada's political, social, and economic systems in a global context
- explain the significance of the global economy on economic renewal and the development of society
- demonstrate understanding of the social, political, and economic forces that have shaped the past and present and apply those understandings in planning for the future
- examine human rights issues and recognize forms of discrimination
- determine the principles and actions of just, pluralistic, and democratic societies
- demonstrate understanding of their own and others' cultural heritage, cultural identity, and the contribution of multiculturalism to society.

Since it is impossible to separate language and culture, an understanding of other cultures must form an integral part of the Core French curriculum. By promoting a positive attitude towards the French language and francophones, the curriculum makes it possible for learners to gain a better understanding of Canada's bilingual identity. As this program also promotes recognition of the multicultural nature of our country, learners will have the opportunity to demonstrate their understanding and appreciation of various cultural groups. The Core French curriculum encourages learners to develop feelings of respect for others.

Key-stage curriculum outcomes which contribute to students' achievement of this essential graduation learning include the following:

Students will be expected to:

- demonstrate awareness of Canada's cultural mosaic (by the end of grade 6)
- compare aspects of francophone cultures with aspects of their own culture (by the end of grade 9)
- recognize cultural expression in authentic documents (by the end of grade 12)

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

For example, graduates will be able to:

- explore, reflect on, and express their own ideas, learnings, perceptions, and feelings
- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs, and charts
- present information and instructions clearly, logically, concisely, and accurately for a variety of audiences
- demonstrate a knowledge of the second official language
- access, process, evaluate, and share information
- interpret, evaluate, and express data in everyday language
- critically reflect on and interpret ideas presented through a variety of media

Communication is the main focus of the Core French curriculum, and all the curriculum outcomes contribute to this. Learners in the Core French curriculum develop the ability to explore their own ideas, learnings, perceptions, and feelings, as well as their ability to reflect on and express them. The curriculum enables learners to strengthen these skills which they can use in their mother tongue.

Key-stage curriculum outcomes which contribute to students' achievement of this essential graduation learning include the following:

Students will be expected to:

- share personal information by using partial sentences and/or by answering questions (by the end of grade 6)
- function in a classroom where French is the language spoken (by the end of grade 9)
- produce a variety of texts by reflecting on a set of given criteria (by the end of grade 12)

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

For example, graduates will be able to:

- demonstrate preparedness for the transition to work and further learning
- make appropriate decisions and take responsibility for those decisions
- work and study purposefully, both independently and in groups
- demonstrate understanding of the relationship between health and lifestyle
- discriminate among a wide variety of career opportunities
- demonstrate coping, management, and interpersonal skills
- demonstrate intellectual curiosity, an entrepreneurial spirit, and initiative
- reflect critically on ethical issues

Learning a language is a social activity that promotes the development of personal and interpersonal skills. Since the Core French curriculum is based on the life experiences of learners, the nature of the subjects dealt with promotes responsible decision-making, a healthy lifestyle, and intellectual curiosity. The curriculum enables learners to develop strategies which will, in turn, promote independence in new situations.

Key-stage curriculum outcomes which contribute to students' achievement of this essential graduation learning include the following:

Students will be expected to:

- interact and co-operate with their peers (by the end of grade 6)
- identify how knowledge and strategies acquired in learnings in the French classroom may be useful in everyday life (by the end of grade 9)
- explain the importance of bilingualism in our society (by the end of grade 12)

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

For example, graduates will be able to:

- acquire, process, and interpret information critically to make informed decisions
- use a variety of strategies and perspectives with flexibility and creativity for solving problems
- formulate tentative ideas and question their own assumptions and those of others
- solve problems individually and collaboratively
- identify, describe, formulate, and reformulate problems
- ask questions, observe relationships, make inferences, and draw conclusions
- identify, describe, and interpret different points of view and distinguish fact from opinion

Critical thinking and problem solving are an integral part of the Core French curriculum. Learners are required to pass judgment on the correct and appropriate use of language. They are also required to pass judgment on and plan creative ways of completing a task. They are often asked to express their opinions, to frame and test hypotheses, to evaluate ideas, to give examples and justify them, and to work in groups in order to solve problems and plan strategies or projects.

By their very presence in the French classroom, where they are required to function in a second language, students develop a flexibility and creativity that enable them to solve their communication problems in French.

Key-stage curriculum outcomes which contribute to students' achievement of this essential graduation learning include the following:

Students will be expected to:

- cope in a classroom where French is the language spoken (by the end of grade 6)
- use partial sentences, repetition, paraphrase, and circumlocution (by the end of grade 9)
- frame and test hypotheses (by the end of grade 12)

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

For example, graduates will be able to:

- locate, evaluate, adapt, create, and share information, using a variety of sources and technologies
- demonstrate understanding of and use existing and developing technologies
- demonstrate understanding of the impact of technology on society
- demonstrate understanding of ethical issues related to the use of technology in a local and global context

All of the resources used to support the learning of French enable learners to employ various technological tools, such as video and audio cassettes. Using a computer to prepare presentations, searching the Internet, and the possibility of corresponding with native speakers are resources of the Core French curriculum that support the development of technological skills in students. Learners are required to reflect on the impact that technology has on our society.

Key-stage curriculum outcomes which contribute to students' achievement of this essential graduation learning include the following:

Students will be expected to:

- make use of a variety of resources and technologies (by the end of grade 6)
- plan and organize their productions using a variety of tools (by the end of grade 9)
- consolidate their knowledge of the French language by using reference and technology tools (by the end of grade 12)

Spiritual and Moral Development

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

For example, graduates will be able to:

- demonstrate an understanding of the inter-dependence of oneself, society, and all of creation, with God;
- demonstrate an understanding of revelation through God's creation, God's Word and of human history as key elements in religious traditions;
- demonstrate an understanding of the faith convictions within world religions;
- demonstrate a respect for minority communities;
- demonstrate a commitment to peace, social justice, and respect for the sacredness and dignity of human life;
- demonstrate understanding that their actions involve the good of others as well as oneself;
- demonstrate understanding that rules of ethical conduct are for the good of society;
- demonstrate an understanding of an approach to life based on their religious principles.

In Core French, students explore another culture. This fosters an appreciation for the religious beliefs, values, contributions, rights and traditions of francophones, as well as those of their own cultural community. They learn how francophones in Canada, and elsewhere, celebrate festivals and observe other special days and gain a broader understanding of the role of these events in community life.

Key-stage curriculum outcomes which contribute to students' achievement of this essential graduation learning include the following:

Students will be expected to:

- name several similarities and differences between their culture and francophone cultures (by the end of Grade 6)
- identify the diverse origins of the peoples who make up Canada's cultural mosaic (by the end of Grade 9)
- demonstrate their appreciation and understanding of francophone diversity (by the end of Grade 12)

Organization of Core French Curriculum Outcomes

Terminology

In this document, the term **text** is used to describe any language event, whether oral, written, or visual. In this sense, a conversation, a poem, a song, a novel, a poster, a music video, a television program, and a multimedia production, for example, are all texts. The term is an economical way of suggesting the similarity among the skills involved in viewing a film, interpreting a speech, or responding to an advertisement or a piece of journalism. This expanded concept of text takes into account the diverse range of texts with which we interact and from which we construct meaning.

The curriculum outcomes of Core French are presented in four organizational strands, based on the syllabi of the *National Core French Study* (1990):

Communication

This component enables learners to develop their communication skills by experiencing, in French, situations that relate to their needs and interests. Through these experiences, learners use language to achieve a goal or accomplish a clearly defined task in order to broaden their knowledge, skills, and attitudes. This component is the driving force behind learning French.

Culture

This component enables students to become familiar with and appreciate their own culture, francophone cultures, and Canada's multicultural reality.

General Language Education

This component encourages and facilitates reflection during the learning process. It enables learners to grasp how language is learned in general, to develop learning strategies, and to make

linguistic and cultural comparisons between English and French. This heightened awareness broadens their horizons and helps students to become better learners.

Language

This component enables learners to focus on linguistic elements in order to improve their communication.

The curriculum outcomes presented in this document reflect expectations at the end of three cycles: the first, grades 4 through 6; the second, grades 7 through 9; and the third, grades 10 through 12. These key stages reflect the structure of the school systems in the Atlantic provinces, with the exception of New Brunswick (anglophone sector), where the cycles end after grades 5, 8, and 12.

Curriculum Outcomes

COMMUNICATION

General curriculum outcome:

On the basis of their experiences in the Core French curriculum, students should be able to communicate effectively in French, both orally and in writing, and to interact appropriately in a variety of situations that relate to their needs and interests.

Key-stage curriculum outcomes:

By the end of grade 6, students should be able to

- cope in a classroom where French is the language spoken
- share personal information by using partial sentences and/or by answering questions
- identify and describe objects, animals, people, events, and places that are part of their environment
- share their tastes, preferences, interests, and feelings
- participate in a variety of interactive activities
- ask simple questions
- demonstrate an understanding of the main idea in a simple text
- select relevant details in a simple text
- respond personally to simple texts through song, mime, drawing, and drama
- produce a variety of simple texts, often by following a model

COMMUNICATION

Key-stage curriculum outcomes:

By the end of grade 9, students will have achieved the outcomes for the previous cycle and should also be able to

- function in a classroom where French is the language spoken
- participate in an informal conversation, with support
- identify, describe, and compare objects, people, events, and places
- express and justify a preference, an opinion, or a feeling
- become involved in a variety of interactive activities
- ask a variety of questions
- identify the main ideas in a text
- select information by reading, listening, and viewing different texts
- respond to a variety of texts in personal ways
- produce a variety of texts by following criteria

Key-stage curriculum outcomes:

By the end of grade 12, students will have achieved the outcomes for the previous cycles and should also be able to

- interact in a classroom where French is the language spoken
- participate spontaneously in a conversation
- prepare detailed descriptions
- express and justify opinions and points of view
- engage in a variety of interactive activities
- create a variety of questions
- summarize the main ideas in a text
- process information so as to meet their needs
- interpret and respond to texts critically and creatively
- produce a variety of texts by reflecting on a set of given criteria
- narrate events that they have experienced

CULTURE

General curriculum outcome:

On the basis of their experiences in the Core French curriculum, students should be able to demonstrate an appreciation and understanding of francophone cultures, while comparing them with their own culture, as well as an appreciation and understanding of Canada's multicultural reality.

Key-stage curriculum outcomes:

By the end of grade 6, students should be able to

- identify and locate certain francophone communities locally, provincially, and nationally
- identify and describe certain realities of francophone cultures
- name several similarities and differences between their culture and francophone cultures
- identify several contemporary francophone personalities
- demonstrate an awareness of Canada's cultural mosaic
- demonstrate knowledge of authentic texts
- identify signs of bilingualism in our society

CULTURE

Key-stage curriculum outcomes:

By the end of grade 9, students will have achieved the outcomes for the previous cycle and should also be able to

- describe certain francophone regions locally, provincially, nationally, and internationally
- describe, providing relevant details, certain realities of francophone cultures
- compare aspects of francophone cultures with aspects of their own culture
- explain the contribution of some contemporary francophone personalities to Canadian society
- identify the diverse origins of the peoples who make up Canada's cultural mosaic
- identify the cultural elements in authentic documents
- explain the advantages of being bilingual in our society

Key-stage curriculum outcomes:

By the end of grade 12, students will have achieved the outcomes for the previous cycles and should also be able to

- compare certain francophone regions locally, provincially, nationally, and internationally
- research certain realities of francophone cultures
- analyze aspects of francophone cultures in relation to their own culture
- describe the contribution of the francophone community to society
- demonstrate a recognition of the importance of multilingualism
- recognize cultural expression in authentic documents
- explain the importance of bilingualism in our society
- demonstrate their appreciation and understanding of francophone diversity
- demonstrate a knowledge of certain linguistic and sociolinguistic variations in French

GENERAL LANGUAGE EDUCATION

General curriculum outcome:

On the basis of their experiences in the Core French curriculum, students should be able to choose and implement strategies to facilitate their communication in French and improve their learning.

Key-stage curriculum outcomes:

By the end of grade 6, students should be able to

- use various clues to recognize and identify words, for example, words in the same family, prefixes, suffixes, cognates, and loanwords.
- use textual clues to anticipate and understand a text, for example, pictures, graphic representations, page layout, listening to key words, and context.
- create connections between their prior knowledge and the text being studied
- recognize the importance of their role in the learning process and their responsibilities toward others, for example by, cooperation, interaction, reflecting on what is being taught, risk taking, etc.
- use a variety of tools, for example, dictionaries and technology, to create texts
- produce an oral or written text by following a production model, for example, the writing process

GENERAL LANGUAGE EDUCATION

Key-stage curriculum outcomes:

By the end of grade 9, students will have achieved the outcomes for the previous cycle and should be able to

- recognize the importance of non-verbal communication
- use partial sentences, repetition, paraphrase, and circumlocution
- plan and organize their productions using a variety of tools
- correct themselves
- give advice to help a group activity succeed
- accept suggestions made by others
- identify how knowledge and strategies acquired in the French classroom can be useful in everyday life

Key-stage curriculum outcomes:

By the end of grade 12, students will have achieved the outcomes for the previous cycles and should be able to

- demonstrate their knowledge of the similarities and differences between French and English
- consolidate their knowledge of the French language by using reference and technology tools
- manage their own learning experiences
- collaborate with others in order to accomplish a task
- frame and test hypotheses
- to demonstrate their appreciation of the study of the French language
- use strategies to solve problems

LANGUAGE

General curriculum outcome:

On the basis of their experiences in the Core French curriculum, students should be able to recognize and use in context elements of the linguistic code, orally and in writing, to facilitate their communication in French.

Key-stage curriculum outcomes:

By the end of grade 6, students should be able to

- recognize the linguistic elements relating to areas of experience and to their communication needs that will enable them, for example, to
 - participate in a variety of interactive activities
 - identify objects
 - etc. (see curriculum outcomes under **Communication**)
- use the linguistic elements relating areas of experience and to their communication needs that will enable them, for example, to
 - cope in the classroom
 - share personal information
 - ask simple questions
 - etc. (see curriculum outcomes under **Communication**)

LANGUAGE

Key-stage curriculum outcomes:

By the end of grade 9, students will have achieved the outcomes for the previous cycle and should be able to

- recognize the linguistic elements relating to areas of experience and to their communication needs that will enable them, for example, to
 - function in a classroom where French is the language spoken
 - respond to a variety of texts in personal ways
 - etc. (see curriculum outcomes under **Communication**)
- use the linguistic elements relating to areas of experience and their communication needs that will enable them, for example, to
 - participate in an informal conversation with support
 - identify, describe, and compare objects, people, events, and places
 - express a preference, an opinion, or a sentiment with justification
 - etc. (see curriculum outcomes under **Communication**)

Key-stage curriculum outcomes:

By the end of grade 12, students will have achieved the outcomes for the previous cycles and should be able to

- recognize the linguistic elements relating to areas of experience and to their communication needs that will enable them, for example, to
 - interact in a classroom where French is the language spoken
 - interpret and respond to texts critically and creatively
 - etc. (see curriculum outcomes under **Communication**)
- use the linguistic elements relating to areas of experience and to their communication needs that will enable them, for example, to
 - participate spontaneously in a conversation
 - prepare detailed descriptions
 - narrate events that they have experienced
 - etc. (see curriculum outcomes under **Communication**)

Core French Curriculum in the Atlantic Provinces

The Departments of Education of the Atlantic provinces ensure the provision of a Core French curriculum in their respective school systems. A synthesis of the Core French situation in each province is presented below.

PRINCE EDWARD ISLAND

In Prince Edward Island, Core French is mandatory from grade 4 until the end of grade 9. Core French is optional in the three high school grades.

Instructional time is 150 minutes per week at the elementary level, and the recommendations to the Minister concerning the intermediate levels indicate that between 175 and 200 minutes per week should be spent on Core French in these grades. In senior high school, instruction time for the optional courses is 110 hours per year per course. The Department recommends that instruction be provided daily whenever possible.

The Department of Education is responsible for developing field testing, and implementing the curriculum with the help of teacher curriculum committees.

This role also includes the evaluation of primary and supplementary resources. The committees involved in curriculum development also play a role in the evaluation and in the final selection of instructional resources. In addition, the Department develops plans for the inservicing provided during the school year and the inservicing offered to new teachers and those whose teaching duties are changing.

Curriculum field testing is done using instructional resources. The relevance of instructional resources is judged on the basis of their suitability for the curriculum. In cases where a primary resource cannot be identified, the Department is responsible for developing instructional resources. The Department purchases and distributes authorized resources for all the schools in the province.

The current Core French curriculum guides are as follows:

- Elementary Core French Curriculum Guide, Grades 4-5-6 (Draft Version, 1996)
- Intermediate Core French Curriculum Guide, Grades 7-8-9 (Final Version, 1997)
- Senior High Core French Curriculum Guide, Grades 10-11-12 (Draft Version, 1994)

NEW BRUNSWICK

As New Brunswick is the only province where both French and English are official languages, the learning of French as a second language plays an important role in this province's curriculum. The delivery of French second language programs is governed by **Policy Statement 309**, which sets out the parameters and criteria for these programs.

Policy Statement 309 also requires that French teachers demonstrate proficiency in French and be trained in second language instruction.

All students enrolled in the province's anglophone schools must take French from grade 1 until the end of grade 10. Students enrolled in the regular program (i.e., non-immersion) take French for 30 minutes a day from grade 1 to grade 5, 40 minutes a day from grade 6 to grade 8, and 120 hours per year, one course in each of grades 9 and 10. Each school must provide one French course (120 hours) per year in grades 11 and 12 for students who wish to continue their learning in these grades.

The only exceptions to this rule are students with severe learning disabilities and First Nations students, who may opt to take courses in their first language rather than in French Second Language.

The Department of Education is responsible for developing the curricula and for providing the initial training when these are implemented. The curricula for grades 1 to 5 and grades 6 to 8 are currently (1998) under development. The Core French curriculum for grades 9 to 12 is being validated.

Each school district retains the services of a person responsible for all French second language programs.

With respect to the resources used, New Brunswick advocates a multi-resource approach in its French classes. Instruction is organized around themes and projects, and all useful resources benefit both students and teachers. The Department of Education tests and approves all resources that are deemed useful and meet curriculum expectations and student interests.

NOVA SCOTIA

The policy on French Second Language instruction in Nova Scotia sets out the parameters of the Core French curriculum. The roles and responsibilities of the partners are outlined in order to ensure the success of this program, which affects the majority of students enrolled in second language programs.

Core French is mandatory from grade 4 to grade 8. Starting in September 1999, each student entering grade 9 for the first time must take a Core French course. Where available, courses in Mi'kmaq or Gaelic may replace this requirement. For students with learning disabilities, the guidelines in the special education policy must be followed. Core French is optional in grades 10, 11, and 12.

The policy recommends that Core French be offered for 40 minutes a day in each grade, from grade 4 to grade 12. The policy proposes the qualifications that teaching staff should possess. It outlines conditions that are required to support the program, such as the provision of a classroom specifically for French language instruction, access to the resources recommended by the Department, and access to professional development activities.

The Department's principal role is curriculum development. The Core French curriculum documents presently available are:

- 1) Le Français de base à l'élémentaire (implementation, January 1999)
- 2) Le Français de base au secondaire, premier cycle (piloting, 1998-99)
- 3) Français de base 10-11-12 : Programme d'études and Guide d'enseignement (No. 159, June 1996)

The Department is responsible for introducing new curriculum guides through the formation of implementation teams in each school district. By supporting the activities of these teams of teachers, each school board is responsible for implementing the curricula. The Department recommends a multi-resource approach, and it evaluates and approves all resources that are considered useful and which meet curriculum expectations and student interests.

NEWFOUNDLAND AND LABRADOR

In Newfoundland and Labrador, the Core French curriculum is organized from grade 4 to the end of high school. Most students from grades 4 to 9 are enrolled in the Core French program. In high school, Core French is optional. Starting in 1998, students enrolled in high school will have to take a minimum of eight language credits, two of which may be in French. The Department of Education recommends that the time allotted for French courses comply with the following: 200 minutes per six-day cycle (grades 4 through 6), 200 minutes per six-day cycle or 10 percent of instructional time (grades 7 through 9), and 240 minutes per six-day cycle in high school.

The Department of Education is responsible for the development of the curricula, which are as follows:

Learning French as a Second Language: A Guide for Teachers, Grades 4-6 (1990, under review)

Intermediate Core French Curriculum Guide (1997)

Senior High Core French Curriculum Guide (1998)

The Department of Education is also responsible for the identification and authorization of principal learning resources. These are provided to schools at the time of implementation.