

**Foundation for French Language Arts
in French Immersion in Atlantic Canada**

*New Brunswick
Department of Education
Educational Programs & Services Branch*



**French Language
Arts in
French Immersion**

FOUNDATION

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David Macfarlane, Immersion Education Consultant

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Anne Baccardax, Immersion Education Consultant, 7-9

Margaret Gillespie-de Gooyer, Immersion Education Consultant, K-3

Andrée Green, French Second Language Curriculum Director

Province of Newfoundland and Labrador

Ivan Hibbs, Immersion Education Consultant

Province of Prince Edward Island

René Hurtubise, Immersion Education Consultant

Claude Schryburt, Immersion Education Consultant

Linda Lowther, Immersion Education Consultant

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Vision

The Atlantic Canada French immersion curriculum is based on the vision of educating students who are able to communicate effectively in French, use French as a learning tool, and demonstrate an understanding of various cultures, particularly the culture of francophone communities.

Introduction

Purpose of this Document

The French immersion program is designed for non-francophone students. Its aim is for students to learn French by studying subjects taught in French from the time they enter the program until graduation.

This document results from the project to develop a common curriculum for the teaching of French immersion in the Atlantic provinces. Consequently, this document:

- serves as a basis for the development of detailed teachers' guides and curricula for all levels, regardless of the entry point;
- provides a framework for the French program, defines the progressive, ongoing development of attitudes, skills, knowledge, and strategies, and encourages educators at all levels to discuss these;

- offers educators and the general public an overview of the basic principles and the targeted curriculum outcomes;
- provides a foundation for the decisions made by educators and other stakeholders with respect to learning experiences.

The French immersion program offers learners the opportunity to gain a better understanding of their own culture and to discover the culture of francophone communities, without diminishing the importance of Canada's multiculturalism. This experience also enables them to look at francophone cultures with more awareness and understanding. Such understanding encourages acceptance of all cultures and broadens their view of the world. It is hoped that this broadened view will lead to a better appreciation of human diversity and value.

A Common Approach

In 1995, work began on the development of common curricula in specific core programs. The Atlantic ministers' primary purposes for collaborating in curriculum development are to

- improve the quality of education for all students through shared expertise and resources
- ensure the education that students receive across the region is equitable
- meet the needs of both students and society

Under the auspices of the Atlantic Provinces Education Foundation, development of Atlantic common core curricula in mathematics, science, English language arts, and French as a second language follows a consistent process. Each project requires consensus by a regional committee at designated decision points; all provinces have equal weight in decision making. Each province has established procedures and mechanisms for communicating and consulting with education partners, and it is the responsibility of the provinces to ensure that stakeholders have input into regional curriculum development.

This document is not designed to be a curriculum nor does it describe the levels of performance expected of students.

Outcomes

Each foundation document identifies the essential graduation learnings, the general curriculum outcomes for the program in question, and the curriculum outcomes for each cycle (kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12). Together, these outcomes provide a coherent vision for the purpose of developing a specific, relevant curriculum that defines the curriculum outcomes for each grade.

Essential graduation learnings (page 5) 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 focused to enable students to achieve these learnings. Essential graduation learnings serve as a framework for the curriculum development process.

General curriculum outcomes (page 11) are statements articulating what students are expected to know and be able to do in particular subject areas. 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. Through the achievement of curriculum outcomes, students demonstrate the essential graduation learnings.

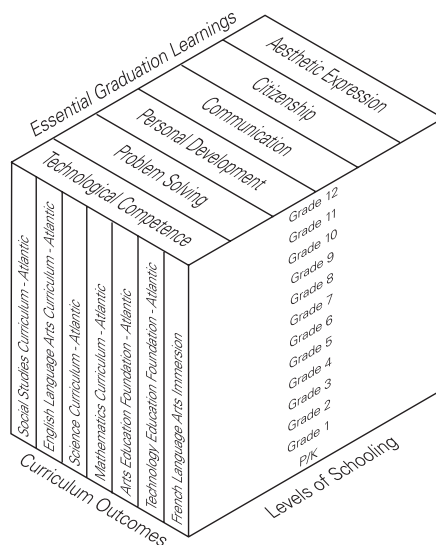


Figure 1 – Relationship among Essential Graduation Learnings, Curriculum Outcomes and Levels of Schooling

Key-stage curriculum outcomes (page 16) are statements which identify what students are expected to know and be able to do by the end of grades 3,6, 9, and 12, as a result of their cumulative learning experience in a curriculum area

Specific curriculum outcomes are statements which identify what students are expected to know and be able to do at the end of each grade level as a result of their experience in the French Immersion program. Development of these outcomes is the responsibility of each province.

Essential Graduation Learnings and the French Immersion Program

Graduates will be able to demonstrate knowledge, skills, and attitudes in the following essential graduation learnings. Provinces may add additional 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.

Graduates will be able, for example, 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, galleries, cinemas, and libraries.

Literature, music, the performing arts, the visual arts, and cultural resources play an important role in the French immersion program. While exploring these art forms in French, students discover elements of their own culture, as well as elements of various cultural communities. Furthermore, they use these forms of artistic expression to communicate their own knowledge, ideas, and feelings.

Citizenship

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

Graduates will be able, for example, 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
- 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 and cultural identity, and the contribution of diverse cultures to society

Discovering, understanding, and appreciating various cultures, particularly those of francophone communities, are an integral part of the French immersion program. Also, exploring the world and studying environmental, social, economic, and political issues leads to a broadened use of the French language in meaningful contexts.

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.

Graduates will be able, for example, 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

The specific goal of the French immersion program is the development of French language skills. Through meaningful learning situations, students acquire the skills, knowledge, and strategies they need to communicate effectively and confidently in French. Learners also reach the point where they can use various means of expression to ensure that their thoughts and ideas are clearly transmitted and understood. Furthermore, students enrich their own language by transferring and applying the knowledge, skills, and communication strategies acquired in immersion situations.

Personal Development

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

Graduates will be able, for example, 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

The French immersion program enables learners to develop both personally and intellectually. By using French to formulate and convey their thoughts and ideas, they discover a different way of expressing their individuality. Decision making, interpersonal and cooperative work skills, introspection, and self-evaluation form an integral part of the French program. Ultimately, these experiences encourage students to value learning and to become lifelong learners.

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.

Graduates will be able, for example, 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
- frame and test hypotheses
- ask questions, observe relationships, make inferences, and draw conclusions identify, describe, and interpret different points of view, and
- distinguish fact from opinion

While studying French, students are placed in many problem-solving situations. By solving real problems, they develop knowledge and strategies that they can transfer and reuse in other situations.

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.

Graduates will be able, for example, 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

The learning situations in the French immersion program enable students to employ technology as a communications tool and as a means of accessing French-language resources around the world. By exploring such issues as the possibilities, limitations, and impact of technology, students learn to make judicious use of it.

General Curriculum Outcomes for the French Immersion Program

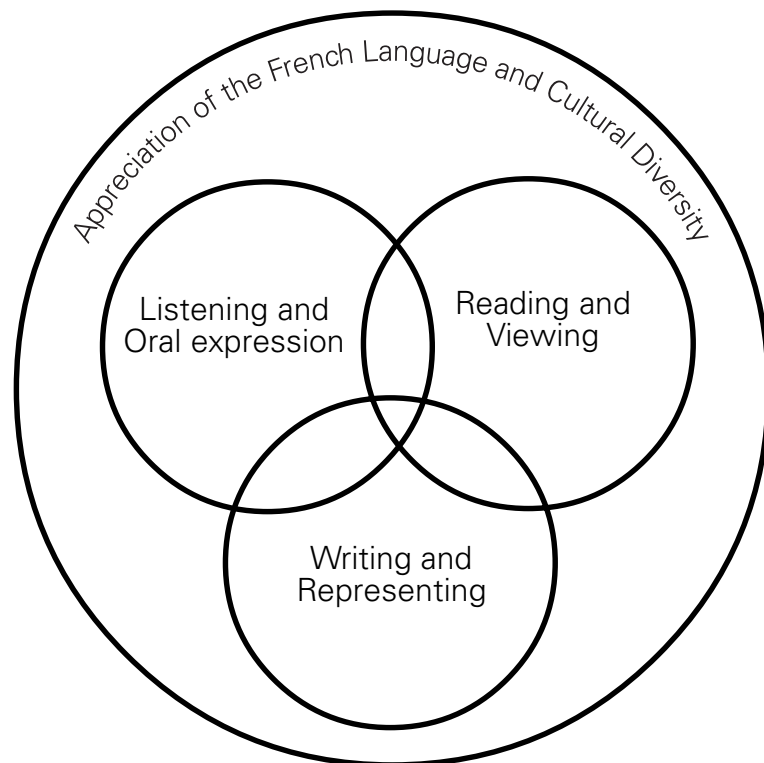
The general curriculum outcomes for the French immersion program identify the knowledge, skills, and attitudes targeted by this program. They describe what the students are expected to know, what they are expected to be able to do, and the attitudes they are expected to develop during the course of their learning. These outcomes also serve as a means by which the students can achieve the essential graduation learnings.

The French immersion program has four components:

1. Appreciation of the French Language and of Cultural Diversity;
2. Listening and Oral expression;
3. Reading and Viewing; and
4. Writing and Representing.

The first component focuses specifically on attitudes towards French, French culture, and cultural diversity. The other three components deal with communication methods.

It must be recognized that *Appreciation of the French Language and Cultural Diversity* is an integral part of all the communication methods. Indeed, these elements form the backdrop of the French program. This component is featured prominently in this document in order to emphasize its importance.



As can be seen from the illustration above, the communication methods are all interrelated. They develop simultaneously through activities that incorporate them all. The development or enrichment of any one of these elements has a favourable impact on the others.

The general curriculum outcomes for the French Immersion program are as follows:

Appreciation of the French language and of Cultural Diversity

By the end of Grade 12, students will be expected to:

- demonstrate a positive attitude towards the French language and towards francophone communities in Canada and around the world;
- recognize and respect cultural diversity.

The relationship between culture and language is so close that, in many circumstances, it is impossible to communicate effectively with someone without having some knowledge of that person's culture. A cultural component is integrated into the French immersion program to highlight this relationship, not to have immersion students adopt francophone culture. The integration of this component makes it easier for students to understand their second language and makes communication with francophones in Canada and elsewhere more effective.

Instruction that focuses on culture-related curriculum outcomes must be provided naturally and must be integrated into the various learning areas. The more these cultural curriculum outcomes are dealt with naturally and in a variety of situations, the better the students will be able to communicate effectively with francophones of various origins and the more aware they will be of the presence and diversity of cultures in the world.

It is essential that students come to see their education in French as an asset that opens up many opportunities for them. To help them build self-esteem as learners of another language, we have to point out the unique advantages offered to them by the opportunity to interact with members of other linguistic groups.

Listening and Oral expression

By the end of Grade 12, students will be expected to:

- demonstrate their understanding of a range of oral texts in order to meet their needs in accordance with the communication situation;
- express themselves in order to meet their needs in accordance with the communication situation;
- plan and manage their listening and oral expression by applying strategies in accordance with their needs and the communication situation.

Listening and oral expression play a predominant role in the French immersion programs because these communication methods are inseparable and are the ones most commonly used in everyday life.

Students use oral expression to communicate, observe, imagine, explore, solve problems, and analyze what is around them. "Listening" is often confused with "hearing." It is entirely possible to have heard a message without necessarily knowing what it contains. Indeed, the ability to understand and grasp the meaning of a message is a multidimensional mental skill that is one of the most important cognitive skills. It is an activity through which information is transformed, selected, and reorganized. An interlocutor's motivation to understand, his or her prior knowledge, anticipation, and linguistic skills, as well as the form of the message and the mental processes used are all factors that have an effect on message comprehension.

It is by listening and speaking that students learn to express themselves orally in formal and informal situations. Control and precision develop gradually in meaningful contexts on the basis of the models and interactions offered to the students. The conditions that are particularly conducive to oral expression include the provision of numerous relevant, interesting, clear, and varied situations, a stimulating and secure atmosphere, and the presence of an interested public.

Reading and Viewing

By the end of Grade 12, students will be expected to:

- demonstrate their understanding of a range of texts in order to meet their needs in accordance with the communication situation;
- plan and manage their reading and viewing by applying strategies in accordance with their needs and the communication situation.

Reading and viewing are processes by which the meaning of a text is constructed for information or entertainment purposes. Students improve their reading skills through the frequent reading of various types of texts. But reading and viewing are often difficult for immersion students, particularly during the first few years they are in the program. Yet, they must tackle the same concepts, develop the same cognitive skills, and acquire the same knowledge as students in the English programs. To understand and interpret a text, we use our knowledge of the subject, our personal experience, comprehension strategies, and our knowledge of language. What makes a text accessible is not so much the simplicity of the vocabulary and syntax but rather the proper use of effective reading strategies and the extent to which the content of the text can be related to the experience of the reader.

Young people today are inundated with popular music, television, videos, movies, radio, magazines, electronic games, computers, and so forth. The mass distribution of information through these media is a technological advancement that has a profound effect on how we think and behave. It is therefore essential that students learn to think critically and independently so they can interpret and evaluate the information that is broadcast and presented to them on screens and understand just how much reality is shaped by the media.

Writing and Representing

By the end of Grade 12, students will be expected to:

- write and represent in order to meet their needs in accordance with the communication situation;
- plan and manage their productions by applying strategies in accordance with their needs and the communication situation.

To express themselves, better understand themselves, and communicate their ideas and their feelings about the world, students can represent their thoughts in various ways, such as through writing, visual representation, theatre, movement, music, and media and technological productions.

Writing is a complex process that involves reflection, composition, the audience recipients, the intent behind the writing activity, and the ability to use appropriate forms of writing. The development of the skill of writing is closely related to the development of other language skills and the frequent practice of writing.

However, writing a text in a second language can be a very difficult task. In order to reduce the problems that students face, teachers must plan structured, meaningful writing activities. Throughout the process of learning to write, teachers must present particular aspects of writing, while guiding, facilitating, supervising, and evaluating the students' progress. Providing frequent opportunities to write meaningful texts not only promotes the production of better and longer texts but also helps to boost the students' confidence in their writing skills.

To get by and succeed in both today's society and tomorrow's, students must be able to use technology and the various media to communicate their own ideas and points of view. For immersion students, the integration of French-language media also reinforces the notion that French-language cultures exists outside the classroom.

Key Stage Outcomes for the French Language Arts in Immersion Program

Key-stage curriculum outcomes are statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12, as a result of their cumulative learning experiences in French Language Arts.

Outcomes at the four key stages reflect a continuum of learning. While there may appear to be similarities in outcomes at different key stages, teachers will recognize the increase in expectations for students at the various key stages, according to

- the developmental nature of learning processes
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas and tasks
- the level of depth of students' engagement with ideas and tasks
- the range of arts experiences and the repertoire of strategies and skills students apply to those experiences

For each key stage, the ordering of outcomes is not intended to suggest any priority, hierarchy, or instructional sequence. While these outcomes provide a framework on which educators may base decisions concerning instruction and assessment, they are not intended to limit the scope of learning experiences in any key stage. Although it is expected that most students will be able to attain the key-stage curriculum outcomes, the needs and performance of some students will range across key stages.

Teachers should take this variation into consideration as they plan learning experiences and assess students' achievement of the various outcomes. Students' attitudes, experiences, knowledge, abilities, and engagement in learning will also influence their ability to achieve the key-stage curriculum outcomes.

Curriculum guides contain details for the specific curriculum outcomes at each grade level. These guides elaborate on program design and components, the developmental nature of learning, grade level curriculum outcomes, learning experiences, instructional and assessment strategies, and suggestions for resource support.

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 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 many of the skills involved in “reading” 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.

In this document, the term **viewing** refers to the act of making meaning of texts that are part of the constructed and unconstructed visual environment in which we live. It is an active, intentional process which involves making sense of what we see and learning how to communicate using visual texts. Critical viewing takes into consideration the purpose and significance of the constructed visual environment and its component parts. It involves reflecting upon intent, purpose, content, context, and developing the ability to analyze and communicate the meaning of what is viewed.

In this document, the term **representing** is used to suggest the range of ways in which students create meaning. Forms and processes of representation students use to explore and communicate their understandings include, in addition to spoken and written language, visual representation, drama, music, movement, and media and technological production.

Appreciation of the French Language and Cultural Diversity

Students will be expected to demonstrate a positive attitude towards the French language and towards francophone communities in Canada and around the world.

By the end of Grade 3, students will be expected to:

- take pleasure in using the French language in everyday situations;
- demonstrate an appreciation of various French-language texts;
- identify the contribution of francophones to different areas of human activity;
- demonstrate a sense of pride in their uniqueness and in their accomplishments in French.

By the end of Grade 6, students will have achieved the outcomes for the previous cycle and will also be expected to:

- demonstrate an interest and sense of pride in using the French language and in improving their language skills;
- demonstrate an interest in using various French-language texts;
- demonstrate and explain the role and contribution of francophones in different areas of human activity;
- demonstrate an understanding of the advantages associated with bilingualism.

Appreciation of the French Language and Cultural Diversity

Students will be expected to demonstrate a positive attitude towards the French language and towards francophone communities in Canada and around the world.

By the end of Grade 9, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- display an interest and a sense of pride in communicating correctly in French, in improving their language skills, and in continuing their French studies;
- demonstrate an interest in and an appreciation of various contemporary texts that are appropriate for young persons of their age;
- demonstrate and express an appreciation of the contribution of francophones to Canada's francophone community;
- demonstrate an understanding and an appreciation of the advantages associated with the opportunity to interact with members of the two linguistic groups.

By the end of Grade 12, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- display an interest in promoting the French language and culture in their environment and in continuing their language learning on their own;
- demonstrate an interest in and an appreciation of various contemporary and classic texts of francophone communities in Canada and around the world;
- demonstrate an understanding and an appreciation of the richness of francophone communities in Canada and around the world;
- demonstrate an understanding and an appreciation of the advantages that they enjoy as learners of Canada's other official language.

Appreciation of the French Language and Cultural Diversity

Students will be expected to recognize and respect cultural diversity.

By the end of Grade 3, students will be expected to:

- demonstrate an interest in becoming familiar with and finding about various cultures;
- identify different kinds of stereotypes and prejudices (ethnic group, culture, religion, age, gender, physical and mental abilities, social class, etc.) and their effect on children of their age;
- use a vocabulary and adopt behaviour that contribute to an atmosphere of respect and trust in their relations with others;
- identify the contribution of persons of various cultures to different areas of human activity;
- demonstrate an understanding of their rights and responsibilities in their environment.

By the end of Grade 6, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- compare the lifestyles, ways of thinking, and methods of expression of various cultures;
- examine and discuss the influence of stereotypes and prejudices in their environment;
- use language and adopt behaviour that is respectful of the various cultural communities;
- clarify the role of persons of various cultures in different areas of human activity;
- demonstrate an understanding of their rights and responsibilities in the classroom and at school.

Appreciation of the French Language and Cultural Diversity

Students will be expected to recognize and respect cultural diversity.

By the end of Grade 9, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- find connections between cultural influences and ways in which people act, think, and express themselves;
- examine and discuss the conditioning influence of stereotypes and prejudices in society, the media, history, literature, the Internet, song, popular culture, etc.;
- explore and explain some of the customs associated with various cultural communities;
- describe and demonstrate the contribution of persons of various cultures to different areas of human activity in Canada;
- demonstrate an understanding of their rights and responsibilities as adolescents in their environment.

By the end of Grade 12, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- articulate what cultural diversity is, taking into account historical and current influences;
- react critically to the conditioning influences of stereotypes and prejudices in the world;
- demonstrate cultural awareness in situations involving interpersonal interaction;
- demonstrate an appreciation of the contribution of persons of various cultures to different areas of human activity around the world;
- demonstrate an understanding of their rights and responsibilities as young adults in society.

Listening and Oral expression

Students will be expected to demonstrate their understanding of a range of oral texts in order to meet their needs in accordance with the communication situation.

By the end of Grade 3, students will be expected to:

- identify the important information, ideas, opinions, and feelings in a text, as well as its overall meaning;
- react personally to simple texts by identifying a few of the elements that explain their reaction;
- react analytically to simple texts by identifying various elements.

By the end of Grade 6, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- identify the relevant information, ideas, opinions, feelings, and details;
- react personally to texts by comparing some of the elements that explain their reaction;
- react analytically to texts by comparing various elements.

Listening and Oral expression

Students will be expected to demonstrate their understanding of a range of oral texts in order to meet their needs in accordance with the communication situation.

By the end of Grade 9, students will have achieved the outcomes for the preceding cycle and will also be able to:

- summarize and reformulate the information, ideas, opinions, and feelings presented in a text;
- react personally to a wide variety of texts, and evaluate their reaction;
- react to a wide variety of texts by analyzing various elements.

By the end of Grade 12, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- reconstruct the content and organization of a text;
- react personally to a wide variety of texts, and justify their reaction;
- react to a wide variety of texts by evaluating various elements.

Listening and Oral expression

Students will be expected to express themselves in order to meet their needs in accordance with the communication situation.

By the end of Grade 3, students will be expected to:

- ask questions to clarify information and broaden their knowledge;
- ask questions to discuss, compare, and examine possible solutions to problems;
- state their ideas, feelings, and opinions;
- use language conventions to communicate in a variety of simple situations.

By the end of Grade 6, students will have achieved the outcomes for the preceding cycle and will also be able to:

- express their ideas, feelings, and opinions;
- share information and entertain in a variety of contexts;
- share information and entertain in a wider variety of contexts;
- chose language conventions in order to communicate in a variety of more complex situations.

Listening and Oral expression

Students will be expected to express themselves in order to meet their needs in accordance with the communication situation.

By the end of Grade 9, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- ask relevant questions in order to acquire, interpret, analyze, and evaluate ideas and information;
- explain their feelings and support their ideas and opinions;
- combine, compare, clarify, and illustrate information and situations;
- apply language conventions in order to communicate in a wide variety of situations.

By the end of Grade 12, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- ask probing questions in order to acquire, describe, interpret, analyze, and evaluate ideas and information;
- articulate positions relating to their ideas, feelings, and opinions, while demonstrating an understanding of a range of different viewpoints;
- nuance and delve deeper into information and situations;
- independently apply language conventions in order to communicate in a wide variety of situations dealing with a range of subjects.

Listening and Oral expression

Students will be expected to plan and manage their listening and oral expression by applying strategies in accordance with their needs and the communication situation.

By the end of Grade 3, students will be expected to:

- draw upon their experience, their knowledge, and simple strategies to guide their listening and oral expression;
- organize information and ideas by choosing strategies;
- identify their own strategies;
- use print and non-print resources, including technology, to help with their listening and oral expression.

By the end of Grade 6, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- draw upon their experience and knowledge, and choose strategies to guide their listening and oral expression;
- organize information and ideas by using simple strategies;
- explain their own strategies;
- explain their choice of print and non-print resources, including technology, to help with their listening and oral expression.

Listening and Oral expression

Students will be expected to plan and manage their listening and oral expression by applying strategies in accordance with their needs and the communication situation.

By the end of Grade 9, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- draw upon their experience and knowledge, and modify strategies to guide their listening and oral expression;
- organize information and ideas by modifying their strategies;
- explain and analyze their own strategies;
- adapt print and non-print resources, including technology, to help with their listening and oral expression.

By the end of Grade 12, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- draw upon their experience and knowledge, and analyze their use of strategies to guide their listening and oral expression;
- independently organize information and ideas by using strategies;
- justify their choice of strategies;
- analyze print and non-print resources, including technology, to help with their listening and oral expression.

Reading and Viewing

Students will be expected to demonstrate their understanding of a range of texts in order to meet their needs in accordance with the communication situation.

By the end of Grade 3, students will be expected to:

- identify the important information, ideas, opinions, and feelings in a text, as well as its overall meaning;
- react personally to texts by comparing some of the elements that explain their reaction;
- react analytically to simple texts by identifying various elements.

By the end of Grade 6, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- identify the relevant information, ideas, opinions, feelings, and details in a text;
- react personally to simple texts by identifying a few of the elements that explain their reaction;
- react analytically to texts by comparing various elements.

Reading and Viewing

Students will be expected to demonstrate their understanding of a range of texts in order to meet their needs in accordance with the communication situation.

By the end of Grade 9, students will be expected to:

- summarize and reformulate information, ideas, opinions, and feelings presented in a text;
- react personally to a wide variety of texts, and justify their reaction;
- react to a wide variety of texts by critically analyzing various elements.

By the end of Grade 12, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- reconstruct the content and organization of a text;
- react personally to a wide variety of texts, and evaluate their reaction;
- react to a wide variety of texts by critically evaluating various elements.

Reading and Viewing

Students will be expected to plan and manage their reading and viewing by applying strategies in accordance with their needs and the communication situation.

By the end of Grade 3, students will be expected to:

- draw upon their experience, their knowledge, and simple strategies to guide their reading and viewing;
- organize information and ideas by using simple strategies;
- identify their own strategies;
- use print and non-print resources, including technology, to help with their understanding of texts.

By the end of Grade 6, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- draw upon their experience and knowledge, and choose strategies to guide their reading and viewing;
- organize information and ideas by choosing strategies;
- explain their own strategies;
- use and explain their choice of print and non-print resources, including technology, to help with their analysis of texts.

Reading and Viewing

Students will be expected to plan and manage their reading and viewing by applying strategies in accordance with their needs and the communication situation.

By the end of Grade 9, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- draw upon their experience and knowledge, and modify strategies to guide their reading and viewing;
- organize information and ideas by modifying their strategies;
- explain and analyze their own strategies;
- use print and non-print resources, including technology, to help with the synthesis of texts.

By the end of Grade 12, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- draw upon their experience and knowledge, and analyze their use of strategies to evaluate structure and textual presentation;
- independently organize information and ideas by using strategies;
- justify their choice of strategies;
- use print and non-print resources, including technology, to help with the evaluation of texts.

Writing and Representing

Students will be expected to write and represent in order to meet their needs in accordance with the communication situation.

By the end of Grade 3, students will be expected to:

- write and create simple texts of different types in order to express their ideas, feelings, and opinions;
- write and create simple texts in order to share information and entertain in a variety of contexts;
- use basic conventions and a few appropriate stylistic elements in a variety of situations.

By the end of Grade 6, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- write and create simple texts of different types in order to express and explore their ideas, feelings, and opinions;
- write and create simple texts in order to share information and entertain in a wider variety of contexts;
- choose basic conventions and a few appropriate stylistic elements in a number of situations.

Writing and Representing

Students will be expected to write and represent in order to meet their needs in accordance with the communication situation.

By the end of Grade 9, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- write and create texts of different types in order to explain their feelings and support their ideas and opinions;
- write and create texts in order to combine, clarify, and illustrate information and situations;
- apply conventions and stylistic elements in a number of situations.

By the end of Grade 12, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- write and create texts in order to analyze and evaluate positions relating to their ideas, feelings, and opinions;
- write and create texts in order to analyze, evaluate, and delve deeper into information and situations;
- apply and justify conventions and a variety of stylistic elements in a number of situations.

Writing and Representing

Students will be expected to plan and manage their productions by applying strategies in accordance with their needs and the communication situation.

By the end of grade 3, students will be able to:

- draw upon their experience, their knowledge, and simple strategies to guide their production;
- organize information and ideas by using simple strategies;
- identify their own strategies;
- use print and non-print resources, including technology, to help with the production of texts;
- refer to the writing process to facilitate the production of texts.

By the end of Grade 6, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- draw upon their experience and knowledge, and choose strategies to guide their production;
- organize information and ideas by choosing strategies;
- explain their own strategies;
- use and explain their choice of print and non-print resources, including technology, to help with the production of their texts;
- follow the writing process to facilitate the production of texts.

Writing and Representing

Students will be expected to plan and manage their productions by applying strategies in accordance with their needs and the communication situation

By the end of Grade 9, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- draw upon their experience and knowledge, and modify strategies to guide their production;
- organize information and ideas by modifying their strategies;
- explain and analyze their own strategies;
- analyze and adapt print and non-print resources, including technology, to help with the production of texts;
- use all of the components of the writing process to facilitate the production of texts.

By the end of Grade 12, students will have achieved the outcomes for the preceding cycle and will also be expected to:

- draw upon their experience and knowledge, and analyze their use of strategies to guide their production;
- independently organize information and ideas by using strategies;
- organize information and ideas by modifying their strategies; justify their choice of strategies;
- independently evaluate and choose print and non-print resources, including technology, to help with the production of texts;
- independently use the writing process to facilitate the production of texts.

Learning and Teaching Contexts

Principles Underlying the Learning of French in an Immersion Setting

All French all the time

In immersion, instruction is based on the principle that the language and the school subjects taught in that language are learned simultaneously. This means that students learn the language in all disciplines and that the language course supports the students' needs in all aspects of their learning.

French - language of communication

Language learning must be intensive without, however, being too overwhelming. Students must understand French and use it to communicate. It is therefore essential that French be the only language of communication.

Language is acquired in a meaningful context, in accordance with specific communication intentions.

Language acquisition is effective when it is carried out in a global, integrated fashion, rather than in a fragmented, isolated fashion. To promote language acquisition and development of sophisticated thinking in students, they must be offered a variety of authentic, meaningful situations brimming with ideas and concepts.

Language and thought are inter-related.

Language and thought develop together and are interdependent. As students develop more complicated thinking strategies, they look for more appropriate ways of expressing their thoughts. In a second language, this evolution is slower and poses a greater challenge for both students and teacher. For that reason, students must be provided with many opportunities for interaction in which they negotiate meaning and form and clarify their communication strategies.

The development of linguistic proficiency requires the use of the higher mental processes.

Basic linguistic proficiency means the ability to use language to achieve the lower cognitive levels of Bloom's taxonomy (knowledge, comprehension, and application). In order to be able to achieve greater linguistic proficiency, students must draw upon the mental processes associated with reasoning, thought formulation and manipulation, problem solving, and so on. Although the curriculum outcomes in this document introduce the mental processes progressively, the use of the higher mental processes (analysis, synthesis, and evaluation) should not be reserved exclusively for older students.

Teachers as excellent language models.

The teacher's role as a model speaker in this context is very important. Students soak up the language that they hear or read. Since, in the majority of cases, the classroom is the only place where they are exposed to French, it is essential that teachers possess and demonstrate a superior level of spoken and written language.

The Nature of Learning

Research in the field of education has enabled us to understand that learning is based on the following principles:

Learning occurs in different ways.

Each student is characterised by a specific way of thinking, acting, and reacting. To respond to this reality, students must be offered a variety of learning situations that take into account the learning pace and style of each, while stimulating their different intelligences.

Learning is based on and affected by experience and prior knowledge.

Learning is influenced by the students' preconceptions and personal and cultural experiences, as well as by what they already know when the educational experience is taking place. In immersion, the establishment of connections between the first and second languages must be promoted, particularly those that represent positive transfers. It is important to encourage students to formulate their own hypotheses concerning communication and to reach personal solutions.

Positive transfers: for example, cognates, prefixes and suffixes.

Exemple concret: concrete example; la constitution, the constitution; la province, the province ; post- , post- ; préfixe, prefix ; -able, -able, -ible.

Learning is influenced by the atmosphere of the learning environment.

Students learn better when they feel that they are accepted by the teacher and by their classmates. The more secure the students feel in the learning environment, the more confident they will feel about taking risks, learning, and developing positive attitudes and inner visions. In immersion, students must therefore not be afraid to take risks, even if it means making mistakes.

Learning is influenced by attitudes towards the tasks to be performed.

Students make a physical and an emotional commitment to perform tasks when these are meaningful, interesting, and doable. The tasks should match the students' talents and interests, while aiming at achieving the prescribed curriculum outcomes.

Learning is a development and construction process.

Learning is facilitated by the use of appropriate language in a particular context. The comprehension and ideas developed by the students are gradually expanded and reconstructed as they learn and improve their ability to conceptualize their experiences. In immersion, learning requires active work in terms of meaning construction. This involves erecting scaffolding between new acquisitions and prior knowledge.

Learning occurs through problem identification and solving.

Learning is more meaningful when the students work independently or in teams to identify and solve problems. Learning that occurs in cooperation with others is a significant source of motivation, support, and supervision. This type of learning helps students to acquire the basic knowledge, skills, and attitudes they will need to explore increasingly complex concepts in a more meaningful context.

The Nature of Teaching

In the light of the abovementioned considerations concerning the nature of learning, it is clear that the students' learning approach defines the teaching approach and determines the strategies used by the teacher. The teaching of any subject must take into account the following principles:

Teaching is designed to make the content meaningful to students.

It is the teacher's job to propose stimulating, motivating learning situations to the students. These situations use the students' experience, knowledge, and interests as a starting point and take into account the targeted curriculum outcomes.

Teaching is based on an approach whereby the teacher is guide and facilitator.

Teachers are not just providers of knowledge. They should also act as guides and facilitators. They should organize the students' learning so that they can discover the elements that will add to their knowledge. In that way, teachers become partners in the dynamic process of learning.

Teaching takes place in an atmosphere that favours the intellectual process.

It is up to the teacher to create a non-threatening atmosphere and to provide the students with many opportunities to develop such advanced mental skills as analysis, synthesis, and evaluation. It is the teacher's job to imbue the students' interactions with respect, integrity, and security in order to promote reasoning and the intellectual approach.

Teaching encourages cooperation among the students.

While allowing time for individual work, the teacher must promote cooperative work as well. Students can work and learn together, but it is up to the teacher to provide them with opportunities to become more familiar with the various social skills required to work and learn cooperatively.

Teaching promotes a variety of learning styles.

Teachers will be aware that, in addition to the variety of learning styles, there are a variety of teaching styles. They will first observe how the students learn most effectively, thus discovering

their learning styles and their many forms of intelligence. Next, they will implement a range of effective teaching strategies.

Teaching provides opportunities to think.

Teachers encourage their students to use effective strategies so that they become aware of how they learn. Thinking enables the students to establish connections between their new knowledge and what they already know. In addition, it enables them to transfer what they already know to new situations and thus accept responsibility for building on their learning.

Teaching focuses on styles of reasoning.

Teachers will encourage their students to take risks in reasoning and exploring. They will involve the students in the learning process so that they can acquire new knowledge and develop critical reasoning and creative thinking skills.

The Learning and Teaching Process

It is the teacher's job to initiate a process that helps the learners to focus on the important components of the subject being studied. Learning in French occurs by means of a flexible, cyclical process during which students acquire knowledge and skills and develop attitudes through practice and then reflect on that practice. Whether this process is used for one lesson, one unit, or one project, it remains basically the same and applies to all areas of study.

The preparation phase enables the students and the teacher to agree on the task to be performed, how it will be performed, and the criteria for success. It also makes it possible to take stock of the students' linguistic needs when it comes to performing the task. During this phase:

- the targeted curriculum outcomes are clarified;
- a meaningful contextualization is proposed; it provides the students with what they need to perform the task;
- the students consider and organize their prior knowledge, their acquisitions, and their needs;
- the assessment criteria are discussed and highlighted;
- a plan takes shape.

The performance phase enables the students to put most of their cognitive skills into practice. They use French to ask questions, analyze, compare, criticize,

synthesize, and devise solutions. They therefore have to process the content of their learning. During this phase:

- the students gather and process information;
- the students produce and present their results;
- the teacher observes and takes note of the students' approach, strategies, and interest;
- the teacher guides the students, opening up pathways and helping them to become aware of their learning.

The integration phase is a key element in academic success. This phase requires:

- that the students reflect on their approach and their acquisitions and that they receive feedback from their teacher;
- that the students reinvest their acquisitions in new situations;
- that the students establish connections and make transfers to other situations;
- that the teacher reflects on his or her approach.

Although described in this phase, reflection should occur throughout the process in order to encourage analysis of what is taking place.

The same is true of assessment, which is not considered a phase because it is ongoing.

Use of Other Resources

Today, students and teachers are living in an age where change occurs quickly and knowledge is increasing at a tremendous pace. It is no longer enough or realistic to

acquire knowledge in a given field and to expect this knowledge to meet the needs of a citizen of the next century. Because of the need for lifelong learning, the way in which we learn becomes more important than the subject being learned - students must now "learn how to learn."

The multi-resource approach is based on a philosophy that advocates the classroom use of a wide range of texts rather than a single resource. These include multimedia resources, telecommunications, the contribution of different stakeholders, and a wide variety of available documents.

Integration of Information and Communication Technologies

Computer technology already plays a major role in our society, where the use of computers is becoming more and more essential. Young people have to live in a dynamic society that is constantly changing and evolving. Because of this, the education system must prepare students to live and work in a world that is becoming increasingly reliant on technology and computers.

In schools, there must be a place for technology in all curricula and in all forms of teaching.

Technology is a powerful tool that provides access to a multitude of information in all areas of knowledge. Modern technology is constantly diversifying its uses and

facilitating its accessibility as a means of learning.

The integration of technology into teaching must, first, ensure the development of knowledge and technical skills in the area of computers and, second, improve and diversify the means of learning made available to students and teachers. Students, alone or in teams, must be encouraged to make frequent use of technology as a research, creation, production, and communication tool.

Equity and Diversity

Society in Atlantic Canada, as in the rest of Canada, is linguistically, ethnically, culturally, and socially diverse. Our society features a variety of languages, talents, values, and lifestyles. In a learning environment characterized by trust, acceptance, and respect, student diversity is accepted and valued. In an environment where the rights of each student are respected and where everyone must respect the rights of others, the personal experience and the racial and ethnocultural heritage of each are valued.

To contribute to the achievement of equity and quality in education, the French language arts in immersion curriculum must :

- reflect students' abilities, needs, interests and learning styles
- expect that all students will be successful regardless of gender, racial and ethnocultural background, social class, lifestyle or ability

- enable students to value individual variation among members of the classroom community

Teachers should ensure that classroom practices and resources positively and accurately reflect diverse perspectives. The selection and use of a wide range of resources and learning experiences can expand the world of students and teachers.

Students learn from their differences as well as their similarities. To enhance their ability to appreciate diversity, students need opportunities to :

- communicate with others who may differ in attitude, knowledge, point of view and dialect
- critically examine different experiences and perspectives within social and cultural contexts
- explore how and why readers find different meanings in the same text
- learn about different kinds of writing and other ways of representing experience, points of view and ways of thinking
- examine ways in which language and images are able to create, reinforce and perpetuate gender, cultural and other forms of stereotyping and biases

- use their own voices to understand, shape and share their worlds
- understand, imagine and appreciate realities other than their own
- challenge prejudice and discrimination which result in unequal opportunities for some members of society

Instructional and assessment practices should :

- be free of racial, ethnic, cultural, gender and socioeconomic bias
- recognize and address materials, resources and experiences which exhibit racial, ethnic, cultural, gender and socio-economic bias or which students, parents or teachers perceive to exhibit those biases
- promote equity by giving each student optimal opportunity to learn and to demonstrate what he/she knows and can do

Evaluation of Learning

Assessing and Evaluating

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information and making judgments or decisions based upon the information gathered.

Introduction

Assessment and evaluation are essential components of teaching and learning of French. Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, and how best to address student learning needs. The quality of assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated and how results are communicated send clear messages to students and others about what is really valued: what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

Teacher-developed assessments and evaluations have a wide variety of uses, such as

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting the needs of guidance and administrative personnel

Assessment

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills and attitudes. Many types of assessment strategies can be used to gather such information, including, but not limited to,

- formal and informal observations
- work samples

- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journal
- questioning
- performance assessment
- peer and self-assessment

Evaluation

Evaluation involves teachers and others in analysing and reflecting upon information about student learning gathered in a variety of ways. This process requires

- developing clear criteria and guidelines for assigning marks or grades to student work
- synthesizing information from multiple sources
- weighing and balancing all available information
- using a high level professional judgement in making decisions based upon that information

Reporting

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have the responsibility to explain accurately what progress students have made in their learning and to respond to parent

and student inquiries about learning.

Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, and phone calls.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. Principles for Fair Student Assessment Practices for Education in Canada articulates five basic assessment principles.

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment
- Students should be provided with sufficient opportunity to demonstrate knowledge skills, attitudes, or behaviours being assessed

- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures that

- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

Assessment and Evaluation In French Immersion Programs

Instruction and evaluation are centred around outcomes. Not only are outcomes used in providing structured teaching and learning, but they also provide a framework for assessment and evaluation.

Assessment in French immersion programs is an integral and ongoing part of the learning process. Assessment can be used to shape instruction to better ensure student success. Assessment strategies should inform the daily instructional process. Moreover, students require frequent opportunities to assess and evaluate their own learning and performance.

In the French immersion classroom, there should be a balanced approach to assessment in which emphasis is given to the learning process as well as the products of learning. Assessment should reflect the following practices :

- assessing rich, well-structured knowledge
- designing assessment tasks in ways that recognize various learning styles
- engaging students in ongoing assessment of their work and that of others
- assessing the learning process
- assessing a variety of products
- assessing to inform effective planning and instruction

These practices should be reflected in the variety of teaching and assessment strategies that teachers use. The following, in addition to strategies listed previously, form a non-exhaustive list of methods contributing to balanced assessment practices :

- case studies
- interviews
- rubrics
- simulations
- checklists
- reports
- questionnaires
- oral presentations
- role plays
- debates
- panel discussions
- learning contracts
- demonstrations
- interpretation and creation of graphical representations
- various written forms

External Evaluation

Administration of externally prepared assessments is on a large scale in comparison to classroom assessments and often involves hundreds, sometimes thousands, of

students, allowing for use of results at the provincial, district, and/or school levels. Depending on the comprehensiveness of the assessment, information can be used for all of the same purposes as classroom-base assessment, but it can also serve additional administrative and accountability purposes, such as for admissions, placement, student certification, educational diagnosis, and program evaluation. External assessments offer common standards for assessment and for administration, scoring, and reporting, which allow for comparison of results over time. Each provincial department of education makes decisions on whether or not to administer external assessments.

Program and System Evaluation

The results from both external and internal assessments of student achievement can be used to varying degrees for program and system evaluation. External assessment results, however, are more comparable across various groups

and are therefore more commonly the basis for these types of evaluation.

In essence, the main difference between student evaluation and program and system evaluations is in how the results are used. In program evaluation, marks or scores for individual students are not the primary focus of the assessment- it is the effectiveness of the program that is evaluated, and the results are used to show the extent to which the many outcomes of the program are achieved.

When results are used for system evaluation, the focus is on how the various levels and groups within the system, such as classrooms, schools, districts, and so on, are achieving the intended outcomes. In many ways, student and program evaluation are very much the same, in that both emphasize obtaining student information concerning the extent to which students have achieved curriculum outcomes.

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