

# — The Languages 5 to 12 — Template



## Development Package

Copyright © Ministry of Education, Province of British Columbia.  
Revised 2003

**Copyright Notice**

Permission to copy and use this print publication in part, or in its entirety, for non-profit educational purposes within British Columbia and the Yukon, is granted to teachers, administrators, employees of school boards, organizations who are members of the Education Advisory Council, and members of School Planning Councils providing direct or indirect educational programs to entitled students as identified by the *School Act* or the *Independent School Act* (or by applicable legislation in the Yukon).

**ABOUT THIS DEVELOPMENT PACKAGE ..... III**

**SECTION 1: GETTING STARTED ..... 3**

**SECTION 2: USING THE LANGUAGES TEMPLATE**

Step 1: Determine Technical Requirements ..... 12

Step 2: Read the Languages Template ..... 14

Step 3: Develop a Rationale ..... 18

Step 4: Discuss Your Approach to Language Education ..... 20

Step 5: Develop the Curriculum Section ..... 22

Step 6: Complete the IRP ..... 34

**SECTION 3: THE LANGUAGES TEMPLATE**

*Please read Sections 1 and 2 to familiarize yourself with the development procedures for a second-language IRP before you proceed. This will save you time and effort and help prevent costly mistakes.*



**T**he *Languages 5 to 12 Template Development Package* is provided by the Ministry of Education to assist school districts and communities in developing second-language programs. It guides developers through the process of producing an *Integrated Resource Package* (IRP). An IRP is a document that provides information schools and teachers need in order to implement a particular curriculum, such as a second-language program.

***The Languages Template can help you develop a second-language program for your school district.***

The Languages Template explains how to create an IRP for any second language for which there is local interest. Depending on district requirements and objectives, the resulting IRP may be used to define a second-language program that will serve as a locally developed option only or, with provincial approval, as a means of satisfying the provincial second-language requirements.

This package consists of three sections:

- Getting Started (pdf format)
- Using the Languages Template (pdf format)
- The Languages Template (pdf, Microsoft Word 2001, and PageMaker 6.5 format)

### **Section 1: Getting Started**

This section describes the policies and procedures you need to know if you are thinking of developing a second-language curriculum for use in BC schools.

### **Section 2: Using the Languages Template**

This section describes the essential features of a second-language IRP, explains how to use the Languages Template to develop a new second-language curriculum, and defines what is expected in locally developed programs that will be submitted for provincial approval.

This section also provides information on how to use the Languages Template electronic files and how to obtain them.

### **Section 3: The Languages Template**

The Languages Template is a model to follow when developing a second-language IRP, including prescribed learning outcomes for each grade. Many parts of the template will be generic to every second-language curriculum; other parts may be modified to suit the unique nature and distinctive features of the target language.\*

In addition to a downloadable pdf version on the ministry web site, the template is available as electronic files that you can alter to fit your needs. There is no copyright restriction for use in whole or in part.

*\*Note:* In this document, the phrase *target language* refers to the language being taught.

***Taking the time to familiarize yourself with the development procedures for a second-language IRP will save time and effort and help prevent costly mistakes.***



**Section**

**1**

**Getting  
Started**





**D**istricts and developers need to be aware of important policies and procedures when considering setting up a second-language program. This section briefly summarizes the key points. For more information, contact the Content Standards Branch of the Ministry of Education.

***Second-language education should reflect community needs.***

### **Language Education in British Columbia**

An important objective of the *Language Education Policy* of the Ministry of Education is to provide opportunities for students to learn second languages that are significant within their communities. Learning another language and studying its culture enhances students' understanding of their own language and culture. Such knowledge and understanding gives students greater choice and opportunity when they make career and life plans. Study of diverse languages and cultures also assists students to understand and benefit from multicultural links within Canada and throughout the world.

To achieve the objective of the *Language Education Policy*, the Minister of Education has included within the "Required Areas of Study," in the *Educational Program Order*, a requirement that school boards offer a second language in grades 5 to 8 to all students except those exempted in the order. While the Program Order requires students to study a second language only in grades 5 to 8, school districts usually also offer second-language study in grades 9 to 12. The opportunity for advanced study of one or more second languages is necessary for many students who will continue their education or training in colleges, universities, or post-secondary institutions, or in workplace situations that require understanding of a second language.

The Government of British Columbia recognizes that all students, particularly those of Aboriginal ancestry, should have the opportunity to learn an Aboriginal language whenever possible and should do so with the support of the Aboriginal community.

### **District Decisions for Second-Language Programs**

School boards are responsible for choosing which second languages will be offered by the schools in their districts. Provincial Integrated Resource Packages (IRPs), grades 5 to 12, are available for American Sign Language, French, German, Japanese, Mandarin Chinese, Punjabi, and Spanish. School boards are encouraged to develop additional second-language curricula that meet the needs of their communities.

Your school board may request that a locally developed second-language curriculum be approved as provincial curriculum. In order for a locally developed curriculum to fulfill the provincial second-language

requirement, the curriculum must be presented in IRP format and be approved by the ministry.

### The Development Process

Your school board plays a major role in the development of a second-language curriculum. The board is responsible for:

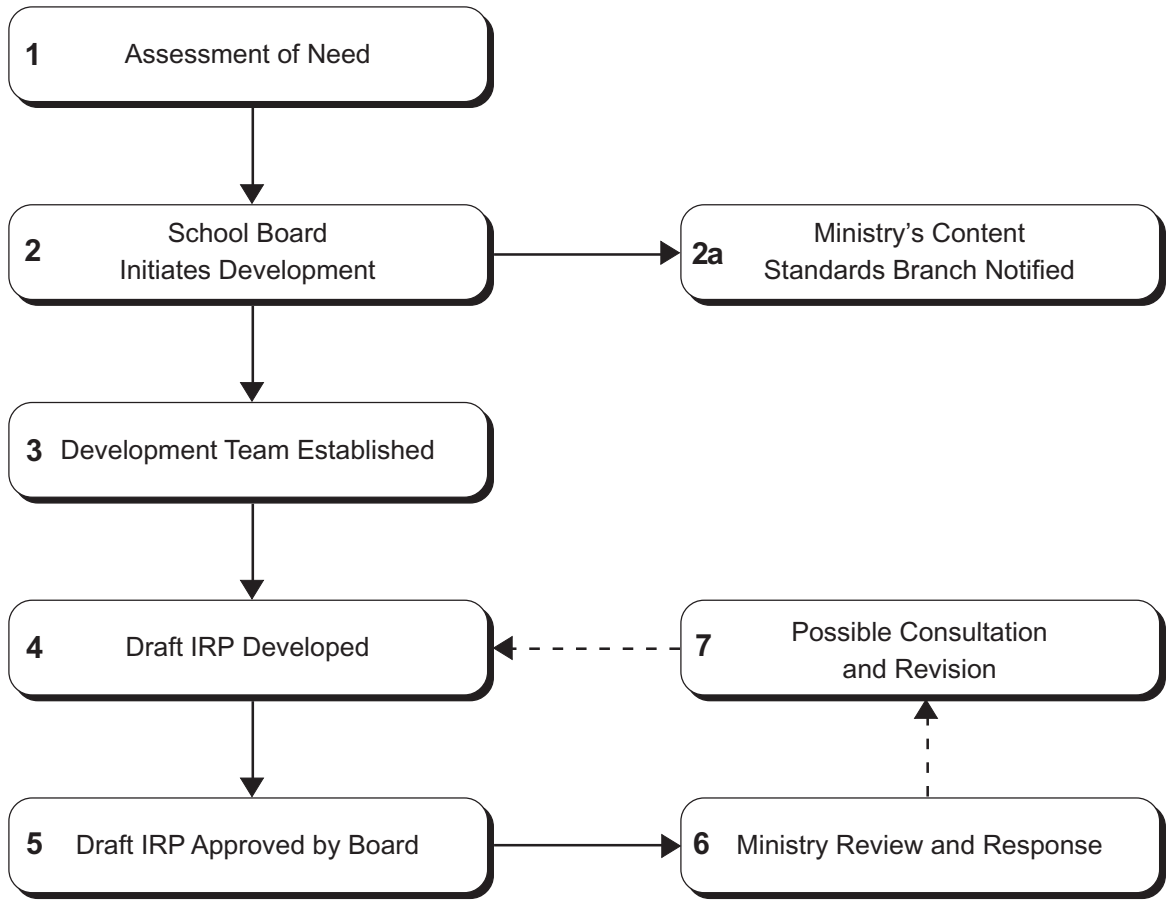
- assessing the need for instruction of the target language
- making a decision about approving a request to develop a second-language program
- notifying the Ministry of Education by letter of the intent to proceed
- establishing the local terms of reference and the process for developing a second-language program
- deciding whether the curriculum will be a local option only or will seek provincial approval
- establishing the development team to develop the curriculum
- supporting the work of the development team

***Established procedures must be followed in order to obtain provincial approval.***

In order to qualify for provincial approval, an IRP must define curriculum for grades 5 to 12, as well as Introductory Grade 11—a course for students who have not studied the target language in grades 5 to 10.

The overview diagram on the next page shows how the process works for curricula seeking provincial approval.

Development Overview



**1. Assessment of Need**

Each community has unique needs in the area of second-language education. It is the responsibility of the local school board to assess those needs. Suggestions for a new second-language program may come from one or more sources, including parents, teachers, community groups, or the board itself. When considering whether to develop a new second-language program, the board must take into account factors such as the number of students who will take the course, which schools will offer it, how many qualified teachers are available, and what learning resources are available.

## **2. School Board Decides to Initiate Development**

If a particular language appears to meet the educational needs of the community, the school board initiates the development.

### **2a. Ministry's Content Standards Branch Notified by School Board**

Once the school board decides to develop a second-language curriculum, it must notify the Content Standards Branch of the Ministry of Education by sending in writing a letter of intent. Information about what to include in your letter of intent is listed below.

---

#### **Components of Your Letter of Intent**

This letter is to notify the Ministry of Education, Content Standards Branch, of the intent by (insert name of School Board, Language Authority, or Band School) to develop a [Target Language] Integrated Resource Package (IRP) for grades 5 to 12 for approval by the Minister of Education.

(Insert a brief rationale for undertaking the development, as well as approximate timelines for the project.)

(Insert the name of the principal project contact person and pertinent contact information if known at this time.)

---

The branch will help districts by sharing information about second-language IRPs in progress.

## **3. Development Team Established by School Board**

It takes a range of skills to develop a second-language IRP. The development team should include:

- teachers and other educators with experience in teaching and developing second-language programs
- resource people from the community who understand and speak the target language and can support the development process by sharing their knowledge of the language and culture
- writers who are able to clearly present the ideas of the development team in the format and language required by an IRP
- personnel who have an understanding of technologies used to record, gather, and present information in the required IRP format

**4. Development of Draft IRP**

The “Using the Languages Template” section of this document guides developers through the process of producing an IRP for the target language.

**5. Draft IRP Approved by Board**

Local approval is an important step in the process. Consultations and revisions may be required in order to ensure that the curriculum meets board requirements and community needs.

**6. Draft IRP Submitted to Ministry for Provincial Approval**

When considering approval of the Draft IRP, the ministry will look for:

- evidence of community support
- compliance with the requirements outlined in the Languages Template
- compliance with ministry policy, such as avoidance of religious dogma or creed

If the development team has made significant changes to the wording or placement of any of the organizers or learning outcomes recommended in the Languages Template, the changes should be itemized and a rationale for each included when the document is submitted to the ministry for provincial approval.

**7. Ministry Review and Response**

The ministry will respond to the draft IRP. Consultations and revisions may be required in order to ensure that the curriculum meets ministry requirements. It is usual for the submitted document to go through several drafts before receiving ministry approval.



**Section**

**2**

**Using the  
Languages  
Template**





**T**he Languages Template follows the format of existing second-language IRPs, with general content that developers can consider and include as provided, modify, or delete to suit the unique features of the target language.

### Developing a Second-Language IRP

The following six steps outline a suggested approach to developing an IRP for your target language:

- Step 1:** Determine the technology and skills you will need to modify the template files.
- Step 2:** Read through the Languages Template to become familiar with all the components and how they might apply to your target language. You might also wish to look at an existing second-language IRP, such as Core French 5 to 12, for ideas.
- Step 3:** Develop a rationale for instruction of your target language.
- Step 4:** Discuss how the principles of learning and the communicative-experiential approach to second-language learning might best be applied to your target language. Also discuss how ministry policies concerning cross-curricular integration, ESL students, and students with special needs affect instruction in your target language.
- Step 5:** Develop or adapt the learning outcomes, suggested instructional and assessment strategies, and list of learning resources.
- Step 6:** Complete the IRP: write any required appendices, finish the Preface and Introduction, and review the entire IRP with respect to steps 2 to 4. Include a cover letter when submitting your IRP for provincial approval.

The rest of this section describes each of these steps in more detail and provides checklists of suggested actions for developers at each step.

**You might find it helpful to read through all of Section 2 before beginning work.**

## Section 2: Using the Languages Template

### Step 1 DETERMINE TECHNICAL REQUIREMENTS

**Microsoft Word files can be converted to certain other word-processing systems, such as Word for Windows on PCs.**

**If you use a word-processing program other than Microsoft Word, ensure that you will be able to export the file or copy the text into a PageMaker document.**

**It is important to develop a system to keep track of the most current version of each file. Do not rely on the date the file was last saved.**

**Before you begin making revisions to your file, save it with a new name, for example, *Intro.Draft1*, *Intro.Draft2*, etc.**

Electronic versions of the Languages 5 to 12 Template are available in Microsoft Word 2001 and PageMaker 6.5. These electronic files are provided to assist you in developing and formatting your IRP. Most developers begin their IRP by using the Word files because this is the easier program for use by multiple team members. The Microsoft Word 2001 files can be saved as a lower version or in other word-processing programs if required.

Once the content has been developed and the writing phase of the IRP is complete, the Word files are imported or placed in the PageMaker template. All draft versions that are submitted to the ministry as well as the final two copies submitted to the ministry for Minister's Order must be in PageMaker format.

A pdf of the complete Languages 5 to 12 Template, as well as the Microsoft Word files, can be downloaded through the ministry's Integrated Resource Packages page on the ministry web site at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm). The pdf, Microsoft Word files, and PageMaker files are available on CD-ROM from the Content Standards Branch of the Ministry of Education.

#### File Management

In order to avoid frustrating and costly mix-ups, you will need to develop a system that your team will use to keep track of revisions to your working files. Do not rely on the date the file was last saved. Instead, save the file with a new name that indicates it is the most current. You might also find it helpful to:

- Keep a reference copy of the original master files separate from your working files.
- Rename the footer as well as the file name each time you are about to make changes to the file. For example, *Intro.Master* might become *Intro.Draft1* for your first set of modifications.
- Organize your work so that you make a pass through an entire section, making one or two levels of change at a time. For example, you might meet to discuss learning outcomes, record your decisions on hardcopy, make all required edits in the file, and change the draft number. If something comes up later that needs correction, record it on hardcopy and make the additional change in the next draft.
- Consider breaking the larger files into smaller components during development. For example, you might put all of one grade in a single file.

- Don't have more than one current copy of a file at any given time. For example, don't give two different team members a copy of the same file to edit separately unless you are familiar with the tracking changes option. Alternatively, you could have team members make their revisions or add comments in selected text colours.
- Frequently back up your work onto floppy disk, zip, or CD-ROM.

### Formatting Tips

For ease of formatting in PageMaker, here are a few tips to keep in mind:

- Avoid applying styles to the text in your Word document; they will not translate when you import the text into the PageMaker document or may introduce unwanted styles.
- De-select auto formatting options in your Word document such as automatic bullets and numbering. Set bullets and numbering manually. Depending on the version of Word and PageMaker you use, auto bullets and numbers may not translate into the PageMaker document.
- Use a tab, not spaces, after a bullet or number, and set hanging indents on the ruler or with the Paragraph (for Word) or Tabs/Indent (for PageMaker) command.
- You may need to save your Word file as a lower version to import it into the PageMaker template. Once the text has been imported, you can apply the appropriate styles and formatting.
- The Word and PageMaker templates use Times New Roman and Arial fonts so that the files can be used by both Macintosh and Windows computers.
- It is recommended that the PageMaker version of your target language IRP be done by someone who has PageMaker experience.

---

### Suggested Actions for IRP Developers

- Find out which word-processing program is available to your team and make arrangements to convert the electronic files if necessary. (Avoid working in more than one program.)
  - Design and plan to maintain a file-management system that ensures that you always know which is the current version of each file.
-

### Step 2 READ THE LANGUAGES TEMPLATE

Take a close look at the Languages Template (Section 3 of this package) to get an overview of how a second-language curriculum is structured. It is also helpful to look at existing second-language IRPs, available on the ministry web site or as hard copy.

***Certain parts of the Languages Template may not be altered in IRPs seeking provincial approval.***

#### The Contents of a Second-Language IRP

A list of the components that must be included in an IRP that is submitted to the Ministry of Education for approval follows. The Languages Template includes all of these components.

To obtain provincial approval, some parts of the Languages Template must NOT be modified. These sections, marked below with an asterisk, (\*), must appear in your language IRP exactly as written in the Languages Template.

- **Preface**
  - Explanation of the components of the IRP\*
- **Introduction**
  - Principles of Learning\*
  - Rationale
  - The Communicative-Experiential Approach\*
  - Prescribed Learning Outcomes\*
  - Language-Learning Strategies\*
  - Curriculum Organizers\*
  - Integration with Other Curricula\*
  - Split Classes\*
  - Suggested Instructional Strategies\*
  - Suggested Assessment Strategies\*
  - Assessment in [Target Language]\*
  - About Assessment in General\*
  - Integration of Cross-Curricular Interests\*
  - Exemptions from the Language Policy\*
  - ESL Students and Second-Language Study\*
  - Students with Special Needs and Second-Language Study\*
  - Learning Resources\*
- **The Curriculum**
  - Prescribed Learning Outcomes
  - Suggested Instructional Strategies
  - Suggested Instructional Strategies
  - Learning Resources

- **Appendices**

- Appendix A – Learning Outcomes
- Appendix B – Learning Resources (Introduction\* and list of resources)
- Appendix C – Assessment and Evaluation (Introduction\* and Assessment Samples)
- Appendix D – Acknowledgements

### **Preface**

The Preface describes the parts of the IRP. It remains the same for every IRP. You will need to fill in the name of your IRP where indicated, i.e., [Target Language].

### **Introduction**

The Introduction contains further information about the parts of the IRP, plus specific information concerning the unique features of the target language. Most of the Introduction remains the same for every IRP, but you must write some parts and may modify others to suit your target language. **The parts you must write are identified WITHOUT asterisks on page 14.** You will need to fill in the name of your IRP where appropriate.

### **The Curriculum Section**

***The Curriculum section is the heart of the IRP.***

The purpose of an IRP is to describe the curriculum in terms of *learning outcomes*. Learning outcomes set out the knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade. Once a curriculum has received provincial approval, learning outcomes are *prescribed*, which make them legal requirements. For ease of presentation, learning outcomes in an IRP are grouped under *curriculum organizers*, which typically describe the enduring ideas, issues, and concepts of a subject.

The prescribed learning outcomes for each curriculum organizer are grouped with suggested instructional and assessment strategies. The purpose of these additional materials is to make certain that the intent of the learning outcomes is clear. Learning resources that are especially useful for each organizer are also included. The actual instructional and assessment strategies and learning resources used in a particular classroom are up to the judgement of the teacher and approval of the local school board.

## Section 2: Using the Languages Template

The Languages Template includes a separate section for each grade from 5 to 12. It also includes a model for a Grade 11 introductory course to provide opportunities for students to enter the target-language program in the senior secondary grades.

Your main role in creating a second-language IRP is to evaluate the contents of the Languages Template to determine the extent to which the learning outcomes and instructional and assessment strategies apply to your target language, and to make modifications where necessary. You must then locate age-appropriate learning resources that support your curriculum.

### The Appendices

Appendix A (list of learning outcomes) is a cross-grade synopsis of the prescribed learning outcomes for your target language. Appendix D (acknowledgements) acknowledges the people who worked on your IRP. The Appendix A provided with the Languages Template lists the learning outcomes in the template; the Appendix D provided names the people who worked on developing the template.

Appendix C comprises an introductory section with general information about assessment and evaluation and a section with assessment samples for each grade. The general information applies to all second-language IRPs and must not be changed. The assessment samples, however, are provided for information purposes only. **They will need to be changed to reflect the learning outcomes and special features of the target language of your IRP.**

The Introduction to Appendix B remains the same for all IRPs, but you must add your alphabetized, annotated list of learning resources to complete the appendix. A sample annotation page is provided for your convenience in the PageMaker template.

---

### Suggested Actions for IRP Developers

- Read the Preface and Introduction of the Languages Template to make sure you understand the purpose of each section of the IRP and the intent of the learning outcomes and curriculum organizers.
  - Look at the Curriculum section, noting the way each curriculum organizer is described in terms of four columns of information: prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies and learning resources. **Also note that you will have to replace the phrase [Target Language] with the name of your language; and that English-language examples in italics need to be replaced with target-language examples.**
  - Identify the parts of the document that must not be changed for IRPs seeking provincial approval. Consider how the topics discussed in these sections will affect instruction in your target language.
  - Identify the parts of the document that you must write or may modify. Form a preliminary estimate of how much of the Languages Template will apply without modification to your target language.
-

## Section 2: Using the Languages Template

### Step 3 DEVELOP A RATIONALE

**The rationale answers the question: *Why is this target language important for learners in British Columbia?***

The rationale is the statement of your reasons for wanting to offer opportunities for students to study your target language. Although the rationale may be modified during development, taking time at the beginning to develop a solid draft will help focus the team's work. General points that typically apply to the learning of any language include:

- Communicative competence in more than one language is a source of personal satisfaction and enriches individual life experience.
- In Canada, with its multicultural diversity, it is important for young people to be given opportunities to communicate in another language.
- In British Columbia, with its large number of Aboriginal languages, it is important that all students have the opportunity to understand the Aboriginal culture and learn the Aboriginal language of the local First Nations community.

In addition, learning a new language:

- is essential to intellectual development
- is essential for improved international understanding
- encourages respect for cultural diversity and its roots
- contributes to personal growth
- broadens the social and cultural horizons of students
- enhances mutual understanding and respect by promoting interaction among students from a variety of language communities and backgrounds

Please consider these points when writing your rationale.

#### An Example

Here's the rationale written by the developers of the *Spanish 5 to 12 IRP*.

- Spanish is spoken by more than 350 million people in 21 countries and is one of the five official languages of the United Nations. British Columbia's proximity to Spanish-speaking countries and the growth of economic ties with these regions have increased the advantages of learning Spanish for professional and leisure opportunities.
- Communicative competence in Spanish expands national and international career opportunities in many fields, such as commerce, hospitality, and tourism.
- Learning Spanish enhances the learning of first and additional languages.



- The ability to communicate in Spanish encourages the development of positive attitudes toward Hispanic and other cultural groups, and increases students' awareness of their own cultures.

The study of Spanish enables students to develop the knowledge, skills, and attitudes needed to understand and communicate effectively in Spanish. Because the overriding aim of the Spanish curriculum is communication, the suggested instructional and assessment strategies emphasize the practical use of the language in all its forms, and de-emphasize the analytical study of grammatical theory as an end in itself.

---

### Suggested Actions for IRP Developers

- Discuss how the reasons presented on page 18 of this document for learning a second language apply in the case of your target language.
- Identify specific reasons for offering your target-language program in the school district and community. You might refer to unique features of the target language and culture(s) and to information generated during an initial needs study.
- Draft a rationale statement to explain the reasons for offering a second-language program in the target language.

### Step 4 DISCUSS YOUR APPROACH TO LANGUAGE EDUCATION

To meet provincial approval, second-language curricula must be based on:

- the principles of learning
- the communicative-experiential approach
- the use of language-learning strategies

Following the *principles of learning* ensures that instruction meets the needs of a broad range of students; the *communicative-experiential approach* provides students with opportunities to develop practical communication skills; and the use of *language-learning strategies* helps students develop a range of skills for ongoing learning in the target language and other languages. Together, the principles of learning, communicative-experiential approach, and use of language-learning strategies work to create a rich language-learning environment.

---

#### Suggested Actions for IRP Developers

- Read the descriptions of the principles of learning, the communicative-experiential approach, and language-learning strategies in the Introduction section of the Languages Template. Discuss the implications of these for teaching and learning the target language.
  - Examine instructional and assessment strategies in the Languages Template for examples of the interrelated application of the principles of learning, the communicative-experiential approach, and the use of language-learning strategies.
  - Plan to use the principles of learning, the communicative-experiential approach, and language-learning strategies as part of the criteria for making decisions about learning outcomes, suggested instructional strategies, suggested assessment strategies, and learning resources.
-

### Additional Ministry Requirements

Developers will also need to know about policies the ministry has developed to ensure that language education:

- puts emphasis on practical applications of learning
- takes a cross-curricular approach that enables students to develop an understanding of culture as well as the target language
- is relevant to a broad range of students, including those with special needs

These topics are discussed in the Introduction of the Languages Template and have been considered during the development of the learning outcomes and instructional and assessment strategies in the Curriculum section.

---

### Suggested Actions for IRP Developers

- Read the portion of the Introduction that describes cross-curricular integration and second-language study. Discuss the implications of cross-curricular integration for teaching and learning the target language, especially as a means of developing students' understanding of culture as well as language.
  - Read the portion of the Introduction that discusses English as a Second Language and students with special needs. Discuss the implications for teaching and learning the target language when the program includes students with a range of learning rates, styles, needs, and interests.
  - Plan to include strategies that take into consideration a range of learning rates, styles, needs, and interests when making decisions about prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and learning resources.
-

### Step 5 DEVELOP THE CURRICULUM SECTION

***As part of the process for provincial approval, you will be asked to explain your reasons for significant modifications of the Languages Template.***

If you have followed steps 1 through 4, you already have a pretty good idea of the extent to which the Languages Template will meet your needs. You should also have a general idea of areas that will require modification. Here is where you work out the details. This means reviewing the Languages Template line by line and making decisions on what stays the same, what must be modified, and what can be deleted. It is a bit of a juggling act—your goal is to stay as close as possible to the Languages Template while developing a curriculum that meets the unique features of your target language.

Once you have a general idea of your direction, the next three things to do are:

- A.** Finalize the curriculum organizers.
- B.** Build the Curriculum section of the IRP (prescribed learning outcomes, suggested instructional strategies, suggested assessment activities).
- C.** Select learning resources.

The process of development is not necessarily linear. As new ideas occur in one area, they may impact other areas.

#### **Hints for Successful Development**

Keep the following hints in mind as you develop your IRP.

- *Understand the connection between grades.*  
For some languages, it may be necessary to move a particular learning outcome from one grade to another. For example, stating “likes and dislikes” is grammatically quite easy in German, so can be introduced in Grade 5. In Spanish, however, this requires a facility with the language that most students don’t have until Grade 9. If you move a learning outcome, be aware of the total impact on the flow from grade to grade.
- *Be aware of the connections between columns.*  
The instructional strategies with their supporting assessment strategies should provide links to specific learning outcomes or clusters of learning outcomes. If you decide to modify a learning outcome, you will have to check the fit of the instructional and assessment strategies and adjust where required.

- *Write in the style used in the Languages Template.*  
Read through many learning outcomes and strategies until you are familiar with the language used in the IRPs. The basic principles are:
  - Use the active voice.
  - Direct the instruction to the teacher, but don't refer to the teacher as "you."
  - Avoid using the pronouns "he," "she" or "they" for a student.
  - Be clear about when the activity produces a single, group, or class product.
  - Clearly identify examples or pre-framed patterns (e.g., put all target-language examples in italics).
- *Keep to the length restrictions.*  
All the instructional and assessment strategies for a particular organizer must fit in the single column provided. (You can use a rough guide of 280 words maximum to help you in development.) This length limit is to ensure that your IRP presents excellent, focused strategies that clarify the learning outcomes without overwhelming the reader.
- *Refer to the Points to Keep in Mind chart at the end of this section.*  
The Points to Keep in Mind chart is a summary of key points for each of the four columns in the Curriculum section. You might want to keep this two-page chart handy at all stages of development.

### A. Finalize the Curriculum Organizers

***The four curriculum organizers described in the Languages Template are strongly recommended as the framework for your IRP.***

The following four curriculum organizers have been used in provincial language IRPs and are strongly recommended as the framework for other language programs:

- *Communicating* – to communicate with other people
- *Acquiring Information* – to acquire information for a purpose
- *Experiencing Creative Works* – to experience creative works for linguistic and cultural exposure
- *Understanding Cultural Influences* – to interact with and appreciate the target-language culture

## Section 2: Using the Languages Template

In the Curriculum section of the Languages Template, these organizers have been used to group the learning outcomes, instructional strategies, assessment strategies, and learning resources. For IRPs seeking provincial approval, reasons must be given for any significant changes to the recommended organizers.

These curriculum organizers are described in detail in the Introduction section of the Languages Template.

---

### Suggested Actions for IRP Developers

- Review and discuss the intent and focus of each organizer as described in the Introduction section of the Languages Template.
- For future reference, clearly identify any significant changes you have made to the organizers recommended in the Languages Template.

**To create a useful IRP, you'll need to know the unique characteristics of your target language.**

---

### B. Build the Curriculum

As you develop your curriculum, you will have to decide whether or not the material provided in the first three columns of each organizer in the Languages Template suits your target language. You may modify any learning outcome or strategy, but to receive provincial approval you will be required to provide a reason for any significant changes.

To get an idea of how the Languages Template may be modified to suit different languages, take a look at one of the first learning outcomes in the Grade 5 organizer, *Communicating*.

Here is how the outcome and associated instructional strategy look in the *Core French 5 to 12 IRP*:

It is expected that students will:

- *ask and respond to simple questions*

Suggested Instructional Strategy

- Have students interview partners to obtain information such as name, age, likes, dislikes, etc. Students then use the information to introduce their partners to the class, using the following format:
  - *Je vous présente* \_\_\_\_\_.
  - *Il/Elle s'appelle* \_\_\_\_\_.
  - *Il/Elle habite* \_\_\_\_\_.
  - *Il/Elle aime* \_\_\_\_\_ (*nourriture*).
  - *Il/Elle n'aime pas* \_\_\_\_\_.
  - *Son sport préféré est* \_\_\_\_\_.
  - *Son passe-temps préféré est* \_\_\_\_\_.

In the *German 5 to 12 IRP*, the linguistic concept and corresponding strategy is worded as follows:

It is expected that students will:

- *exchange personal information*

Suggested Instructional Strategy

- Ask students to introduce each other using frames such as the following:
  - *Guten Tag. Ich heiÙe \_\_\_\_\_.*  
*Wie heiÙt du?*
  - *Ich heiÙe \_\_\_\_\_.*  
*Ich bin \_\_\_\_\_ Jahre alt.*

Then have students in pairs expand the frames and ask each other questions (e.g., *Wie alt bist du? Wo wohnst du?*). Record students' responses and encourage them to create and present simple dialogues based on the interviews.

And here is how the learning outcome has been modified and expanded into two outcomes and two strategies to suit the *Mandarin Chinese 5 to 12 IRP*:

It is expected that students will:

- *exchange simple greetings*
- *introduce themselves and others, using appropriate family relationship terms in the context of the immediate family*

Suggested Instructional Strategies

- Play music and ask students to walk around the class. Stop the music and have each student greet and introduce him- or herself to the person nearest. Repeat this exercise at least five times.
- Give each student a card with an imaginary identity written on it. Invite students to assume these identities as they introduce themselves to various classmates.

---

### Suggested Actions for IRP Developers

- Discuss these short examples and just for practice, decide how this prescribed learning outcome might look in your IRP.
-

**Learning outcomes are statements of what students are expected to know and be able to do in each grade.**

**If your language IRP receives provincial approval, the learning outcomes you have included will become prescribed, that is, legally required.**

### **Building the Curriculum Section: Write the Learning Outcomes**

The curriculum is described in terms of a series of learning outcome statements.

The learning outcomes presented in the Languages Template are strongly recommended for locally developed language programs. The learning outcomes are listed in column 1 of the Curriculum section and in Appendix A. These learning outcomes are the basis of several existing provincial second-language programs.

Learning outcomes must be:

- written to complete the stem: *It is expected that students will...*
- appropriate to the grade or age range for which they are intended
- understandable by students, parents, educators, and the general public
- observable or measurable, i.e., stated in such a way that it will be readily apparent when the student has met the expectation
- clearly stated in terms of what will be expected of students
- supportive of a range of instructional and assessment strategies as well as a variety of learning resources

The learning outcome statements in the Languages Template have been written to enable teachers to use their experience and professional judgement when planning for instruction and evaluating students' progress. During development, keep in mind that learning outcomes will ultimately be the subject of evaluation; they are the benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary—attaining a learning outcome may take several forms or be described at several levels of performance. In practice, evaluation, reporting, and student placement with respect to learning outcomes will depend on the professional judgement of teachers, guided by provincial policy.

---

#### **Suggested Actions for IRP Developers**

- Review the recommended learning outcomes in the first column of the Languages Template and determine the learning outcomes for grades 5 to 12 and Introductory Grade 11 for your target language.
  - For future reference, clearly identify which learning outcomes you have significantly modified.
-



### ***Building the Curriculum Section: Write Instructional Strategies***

The instructional strategies in an IRP are meant to expand on and make clear the intent of the learning outcomes. Instructional strategies are not required curriculum content. They have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only. You may adapt these instructional strategies or substitute others that will enable students to achieve the learning outcomes. Classroom teachers will further adapt strategies to suit their needs.

Instruction involves the use of activities, techniques, and methods that can be employed to meet diverse student needs and to deliver the curriculum. The nature and features of the target language will influence instructional strategies and student activities. For instance, introducing students to a language that uses an unfamiliar alphabet or writing system will probably call for different approaches than those using a Roman alphabet.

Ask yourself these questions about the strategies you include or develop:

- How will this suggestion help teachers plan for instruction or build on best practice?
- In what way does this suggestion encourage good instructional practices?
- What background information is needed for most teachers to implement this suggestion?
- Would the suggestion work in most classrooms?
- Would the strategy result in students meeting the learning outcomes?
- Are there a variety of instructional strategies?
- Do the strategies have an applied focus and attend to specific cross-curricular areas?

Each strategy should:

- be linked to one or more learning outcomes
- be concise, yet clearly explain how the strategy works
- include examples and/or specific questions
- be engaging

## Section 2: Using the Languages Template

As a group, the strategies for a particular organizer should:

- reflect an appropriate balance of the various learning outcomes
- provide a variety, including both “tried and true” and innovative approaches
- suggest activities that draw from and build on prior learning
- suggest various groupings
- suggest some activities that are transferable to other contexts
- be practical for a range of teachers (specialists and generalists, new and experienced)

*Note:* The Languages Template contains *context statements* at the top of the instructional and assessment strategies columns. These *context statements* are meant to focus the reader and provide a clearer link to the learning outcomes.

---

### Suggested Actions for IRP Developers

- Review and discuss the material on instructional strategies in the Introduction section of the Languages Template.
  - Review each of the suggested instructional strategies in column two of the Curriculum section of the Languages Template, taking into account the features of the target language and their potential influence on teaching and learning. Select, modify, or develop strategies as required to meet the needs of your target language.
  - Ensure that the suggested instructional strategies you have selected or developed match your learning outcomes.
-

**Assessment strategies in column three need not always relate directly to specific instructional strategies, but they must relate to the learning outcomes.**

### ***Building the Curriculum Section: Write Assessment Strategies***

Column three of the Curriculum section of the Languages Template provides strategies for assessment. The assessment strategies in an IRP are meant to expand on and make clear the intent of the learning outcomes. As with instructional strategies, assessment strategies are not required curriculum content—they are suggestions only.

To develop your IRP, you will need to review all of the assessment strategies in the Languages Template. The final selection of assessment strategies will very much depend on your final learning outcomes and instructional strategies.

Ask yourself these questions about the assessment strategies you include or develop for column three:

- How will this suggestion help teachers plan or adjust their instruction, track their students' progress, or provide feedback to students?
- How will this suggestion encourage good instructional practices?
- How will this suggestion encourage fair assessment?
- Is the suggestion consistent with provincial policy? (Refer to *Guidelines for Student Reporting*.)
- Would this suggestion work in most classrooms?
- Would the strategy yield accurate assessment information?
- Taken together, do the strategies highlight key aspects of the learning outcomes and reflect a balance of assessment activities for the outcomes?

---

### ***🔗 Suggested Actions for IRP Developers***

- Review and discuss the material on assessment and evaluation in the Introduction and Appendix C sections of the Languages Template. Appendix C includes detailed discussion of assessment, together with several samples of assessment tools (e.g., checklists, peer evaluation forms) that relate specifically to second-language assessment. This is important background information for developers.
  - Review the suggested assessment strategies located in the third column of the Languages Template. Modify them as needed to ensure they are consistent with the learning outcomes and suggested instructional strategies for your target-language IRP.
  - Refer to provincial and district policies on assessment, evaluation, and reporting as needed to ensure that all requirements have been addressed.
-

***An Introductory Grade 11 course is a requirement for IRPs seeking provincial approval.***

### ***Building the Curriculum Section: Create an Introductory Grade 11 Course***

The Introductory Grade 11 course is for students who have not studied the target language in grades 5 to 10. It is an intensive learning experience designed to provide students with an introduction to the target language and culture, and provide a solid foundation for further study in grades 11 and 12.

The learning outcomes for the Introductory Grade 11 course should address the learning outcomes and instructional and assessment strategies included in grades 5 to 10 of the target-language IRP.

In addition to the activities suggested in the Introductory Grade 11 section of the Languages Template, developers might want to adapt other instructional and assessment strategies suggested for earlier grade levels, taking into account the interests of senior secondary students.

---

#### ***✍ Suggested Actions for IRP Developers***

- Review and discuss the introduction to the Introductory Grade 11 section of the Languages Template.
  - Review the learning outcomes and instructional and assessment strategies in the Introductory Grade 11 section of the Languages Template to see how well they match the curriculum for grades 5 to 10 of the target-language IRP that you have developed. Modify where needed.
-

### C: Select Learning Resources

***Learning resources in IRPs submitted for provincial approval must be evaluated and approved through a local board-approved process.***

The fourth column in the Curriculum section of the Languages Template is where you list the titles of key learning resources suitable for each grade and organizer in your IRP. Column four includes media icons to identify the types of resources (e.g., *Print, Video*, etc.). Titles need to be listed alphabetically for each media type. Although variety is encouraged, it is not necessary to have every type of resource for every organizer. Icons have been provided in column four of each organizer for your convenience. If a particular icon or icons are not used for the organizer, delete them from the column.

It is important that the chosen resources be age appropriate and support the learning outcomes. The resources listed in column four must then be described in detail in Appendix B. Appendix B may also include additional resources that might not be considered “key” but are still useful in helping students achieve the learning outcomes.

The Introduction to the Languages Template describes the system the ministry uses to categorize learning resources. Appendix B gives more detailed suggestions and criteria to guide developers in selecting and describing learning resources. Contact the Content Standards Branch of the Ministry of Education for further information.

#### ***Criteria for Selection***

The selection and development of learning resources should take into account the needs of the learners. This includes diverse learning rates and styles, and a range of special needs. Resources for language learning should offer subject matter that is of interest to the age group, but at the appropriate language-skill level. This is especially important when considering resources for Introductory Grade 11.

Resources that are selected to support your IRP must be evaluated through a local board-approved process.

### ***Developing Your Own Resources***

Ideally, resources will already exist that are a good match for your curriculum. Alternatively, you may have to develop some resources specifically for the target language. This will likely be a project separate from developing the IRP and will involve working in partnership with community and cultural organizations and professional writers to develop learning resources that will support students' learning of the target language and understanding of culture.

If you take the route of developing your own materials, your school board must ensure that resources adhere to criteria as specified in *Ministerial Order 405/95*, the *Education Program Guide Order*, as it relates to education materials.

---

#### ***📌 Suggested Actions for IRP Developers***

- Review and discuss the material on learning resources in the Introduction and Appendix B sections of the Languages Template. In Appendix B, look carefully at the types of information required for each resource.
- Review and discuss district policy and procedures regarding locally selected or developed learning resources, including authorization under the *School Act: Orders and Regulations*.
- Ask one team member to serve as resources co-ordinator (e.g., a teacher-librarian). This person should maintain an ongoing record of suggestions by other development-team members and ensure that they supply complete and accurate bibliographic information.
- While developing (or after developing) the learning outcomes and suggested instructional strategies to be included in your IRP, identify the types of learning resources that are needed. Although the extent to which potential resources already exist in school or district resource centres should be taken into account, it is also important to identify good new resources that are worth acquiring.

## Section 2: Using the Languages Template

- Examine suggested learning resources. Apply criteria such as those used in the Ministry of Education document, *Evaluating, Selecting, and Managing Learning Resources*\*, to assist in evaluating and selecting resources to support your target language IRP. If there is need, initiate procedures to develop specific learning resources.
- Include an annotation for each learning resource in Appendix B, using the format indicated in Appendix B of the Languages Template.
- List alphabetically the titles of key learning resources in the fourth column of your IRP, putting each under the appropriate media icon.

---

\* *Evaluating, Selecting, and Managing Learning Resources, Revised 2002* is available from the Publications Bureau, order number RB0142, or on the ministry web site.

## Section 2: Using the Languages Template

### Step 6 COMPLETE THE IRP

***Take time to review the entire IRP to ensure that your vision of the curriculum is clearly presented.***

Once you have completed the Curriculum section of your IRP, you need to do five more things to submit your IRP for provincial approval:

- Complete the Preface and Introduction
- Review your Curriculum section to check that it meets your objectives
- Create appendices A, B, C, and D
- Copy-edit
- Write a cover letter

#### **Complete the Preface and Introduction**

As you will have noticed while developing your IRP, the Preface and Introduction portions of the Languages Template consist of three types of content:

- Text that must not be changed in IRPs seeking provincial approval
- Text that must be modified
- Places where you must fill in information specific to target language

In the development of your IRP, you will have created most or all of the information you need to complete the Preface and Introduction. Now is the time to polish this material and put it into the PageMaker version of the Languages Template.

---

#### **Suggested Actions for IRP Developers**

- Review the Preface and Introduction to find out what you already have and what you need to create.
-



*If possible, ask for feedback on your IRP from someone who was not part of the development team.*

### Review Your Curriculum Section

Now that you have an almost complete draft of your package, go back to steps 2 to 4 to make sure that your IRP meets the development team's objectives and the requirements of the school district. If you are planning to submit this IRP for provincial approval, also make sure that it meets all the criteria required by the province.

---

#### Suggested Actions for IRP Developers

- Revise first-draft material as required to reflect decisions made during development.
- Pay special attention to the extent to which your IRP supports your rationale, the principles of learning, the communicative-experiential approach to language instruction, language-learning strategies, cross-curricular integration, students with special needs, and ESL students.

---

### Create Appendices A, B, C, and D

Appendix A is a listing, by grade and organizer, of all the learning outcomes in the IRP. The Appendix A in the Languages Template is a summary of the learning outcomes as they exist in the Languages Template. If the writers of your IRP have adapted, modified, or changed any of the outcomes, Appendix A must show the outcomes as they have been written for your IRP. **The outcomes in Appendix A must be identical to the outcomes in the Prescribed Learning Outcomes column in the Curriculum section.**

Appendix B is an alphabetical listing (by title) of the selected learning resources identifying:

- Media format
- Title
- General Description
- Audience
- Category (e.g., Student, Teacher Resource, Teacher Resource, or Professional Reference)
- Curriculum Organizer(s)
- Grade Level (s)
- Supplier name, address, telephone number, and fax number
- Price
- ISBN/Order No.

## Section 2: Using the Languages Template

Appendix C provides a general discussion of assessment and evaluation and uses sample evaluation units to show how activities, assessment, and evaluation might come together. The samples created in the Languages Template will need to be modified, adapted, or changed to suit your particular language.

Appendix D is a list of the people who worked on the development of the IRP. There is no required format for this portion of the IRP, but you might find it helpful to use the Languages Template Acknowledgements as a model.

---

### Suggested Actions for IRP Developers

- Create Appendix A by copying the final prescribed learning outcomes from the Curriculum section into a separate file.
- Make Appendix D by creating a file that lists the names of the people involved in the development of your IRP, showing the role of each and, where relevant, the organization represented.

---

### Copy-edit

A final pass to check for consistency and accuracy in use of terms, spelling, punctuation, and grammar will go a long way to making sure that your IRP is clearly understood.

---

### Suggested Actions for IRP Developers

- Make sure that you have replaced the phrase [Target Language] with the name of your language throughout the document, and that English-language examples in italics in the Curriculum section have been replaced with target-language examples.
  - If possible, use an independent editor for this final stage. It is difficult for people who have written a document to do a clean copy-edit.
-

### Write a Cover Letter

If you are seeking provincial approval for your IRP, you will need to submit two printed copies in PageMaker format of your IRP with a cover letter. As a minimum, the cover letter must contain:

- a contact name for the IRP
- a description of the evidence of community support for offering instruction in your target language
- a detailed explanation of any significant changes to the curriculum organizers or learning outcomes recommended in the Languages Template

---

### Suggested Actions for IRP Developers

- Remember all those notes that you made on significant changes during development? Review the notes and ensure that your reasons for modification are clearly described in your cover letter.

---

### Points to Keep in Mind

The charts on pages 38 and 39 will help you keep on track throughout the development process.

## Points to Keep in Mind

### *Ideas For:* Prescribed Learning Outcomes

- It is strongly recommended that you use the learning outcomes as written in the Languages Template.
- If you modify outcomes:
  - keep the wording open enough to allow for flexible learning for all students, including those with special needs
  - focus on the development of language for practical, everyday purposes
  - state outcomes in such a way that it will be apparent when students have met the expectation
- For many languages, writing is not evaluated until Grade 8.
- Learning outcomes for Introductory Grade 11 should be based on learning outcomes for grades 5 to 10.

### *Ideas For:* Suggested Instructional Strategies

- Instructional strategies must illustrate teaching practices that will help students achieve one or more of the learning outcomes.
- Activities will generally be assumed to be conducted in the target language. Strategies focusing on culture may require more use of English.
- Students acquire a second language more effectively when activities encourage them to develop language-learning strategies. (See the chart of language-learning strategies in the Introduction Section of the Languages Template.)
- Include a selection of techniques and methods in order to meet diverse student needs.
- Instructional strategies should be easily understood by a wide range of teachers—specialist and generalist, new and experienced.
- Ensure that students have frequent opportunities to use language patterns in a variety of ways.
- First exposure to a second language should be non-threatening, rewarding, and enjoyable.
- In Grade 6, students' abilities to access and display information tend to be more developed than their facility with the target language. Encourage them to guess, make connections, and predict.
- By Grade 7, many students are able to use a wide variety of target-language resources such as dictionaries.
- As students move into higher grades, instructional strategies should offer more choices, giving students more control over what they do.

### *Ideas For:* Suggested Assessment Strategies

- Some assessment strategies should be related to particular instructional activities; some could apply to any activity. In all cases, assessment must be linked to the learning outcomes.
- Information gathered from assessment helps teachers determine the extent to which students are achieving the learning outcomes.
- Assessment strategies should be based on specific criteria that allow teachers to support learning (e.g., adapt instruction to meet individual needs), provide feedback, and track student progress with respect to the learning outcomes.
- Some assessment activities should allow students to present their learning in ways other than in writing.
- Assessment strategies should be varied to help teachers compile a comprehensive profile of student learning.
- Students should be involved in the development of criteria for self-, peer, and teacher assessment.
- In early grades, students may feel awkward attempting to communicate in a new language. Assessment strategies should encourage risk-taking and participation.
- For many languages, Grade 8 is the point at which assessment begins to focus on writing, in addition to assessment of oral work.
- In higher grades, teachers should give students a variety of options for presenting their learning. Students in higher grades should also have frequent opportunities to develop criteria independently and to use them for self-monitoring.

### *Ideas For:* Learning Resources

- Column four in the Curriculum section lists key resource titles. Appendix B is an annotated list of all resources.
- Learning resources must support the learning outcomes.
- Learning resources must be age appropriate.
- All learning resources listed in column four must be approved through district evaluation.
- When identifying resources, find out if special-format versions are available (e.g., braille, taped-book).
- Learning is most effective when resources are varied.
- Learning resources are typically materials suitable for student use, but they may include reference materials intended for teachers.
- If learning resources to support the learning outcomes are not available, districts may develop their own.



**Section**

**3**

**The  
Languages  
Template**



# [TARGET LANGUAGE]

## 5 TO 12

---

*Integrated Resource Package*



Copyright © [year] [appropriate development community/group]

**Copyright Notice**

No part of the content of this document may be reproduced in any form or by any means, including electronic storage, reproduction, execution or transmission without the prior written permission of [appropriate development community/group].

**Limited Exception to Non-reproduction**

Permission to copy and use this print publication in part, or in its entirety, for non-profit educational purposes within British Columbia and the Yukon, is granted to teachers, administrators, employees of school boards, organizations who are members of the Education Advisory Council, and members of School Planning Councils providing direct or indirect educational programs to entitled students as identified by the *School Act* or the *Independent School Act* (or by applicable legislation in the Yukon).

**PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE**

---

Preface .....	III
---------------	-----

**INTRODUCTION**

---

Principles of Learning .....	3
Rationale .....	3
The Communicative-Experiential Approach .....	3
Language-Learning Strategies .....	4
Curriculum Organizers .....	6
Integration with Other Curricula .....	7
Split Classes .....	7
Suggested Instructional Strategies .....	7
Suggested Assessment Strategies .....	8
Assessment in [Target Language] .....	8
About Assessment in General .....	8
Integration of Cross-Curricular Interests .....	9
Exemptions from the Language Policy .....	9
ESL Students and Second-Language Study .....	9
Students with Special Needs and Second-Language Study .....	10
Learning Resources .....	11

**THE [TARGET LANGUAGE] 5 TO 12 CURRICULUM**

---

Grade 5 .....	14
Grade 6 .....	22
Grade 7 .....	30
Grade 8 .....	38
Grade 9 .....	46
Grade 10 .....	54
Grade 11 .....	62
Grade 12 .....	70
Introductory [Target Language] 11 .....	79

**THE [TARGET LANGUAGE] 5 TO 12 APPENDICES**

---

Appendix A: Prescribed Learning Outcomes .....	A-2
Appendix B: Learning Resources .....	B-3
Appendix C: Assessment and Evaluation .....	C-3
Assessment and Evaluation Samples .....	C-7
Appendix D: Acknowledgements .....	D-3



**T**his Integrated Resource Package (IRP) provides basic information that teachers will require in order to implement the [Target Language] 5 to 12 curriculum. Brief descriptions about each section of the IRP follow.

### **THE INTRODUCTION**

The Introduction provides general information about the [Target Language] 5 to 12 curriculum, including special features and requirements. It also provides a rationale for teaching [Target Language] 5 to 12 in BC schools.

### **THE [TARGET LANGUAGE] 5 TO 12 CURRICULUM**

The [Target Language] 5 to 12 curriculum is structured in terms of curriculum organizers. The main body of this IRP consists of four columns of information for each organizer. These columns include:

- prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- locally approved learning resources

#### *Prescribed Learning Outcomes*

Prescribed learning outcomes are content standards for the provincial education system. Learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are the statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable or measurable terms. All learning outcomes complete the stem: “It is expected that students will....” Outcome

statements have been written to enable teachers to use their experience and professional judgement when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgement of teachers, guided by provincial policy.

#### *Suggested Instructional Strategies*

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies are suggestions only.

#### *Suggested Assessment Strategies*

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; other are general. These strategies are suggestions only.

#### *Locally Approved Learning Resources*

The learning resources in this IRP are materials that have been reviewed and evaluated by the members of the [Target Language] 5 to 12 development team, according to district policy. They are typically materials suitable for student use, but may also include information primarily intended for teachers. Teachers are encouraged to select those resources that they find most relevant and useful for their students. The resources listed in the curriculum section (fourth column) of this

IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer or provide unique support to specific topics. Appendix B contains a complete listing of all learning resources so far identified to support this curriculum.

### **THE APPENDICES**

A series of appendices provides additional information about the curriculum and further support for the teacher.

- **Appendix A** lists the curriculum organizers and the prescribed learning outcomes for each grade for the curriculum.
- **Appendix B** consists of general information on learning resources, including a complete annotated list of the learning resources that support this curriculum.
- **Appendix C** contains assistance for teachers related to provincial assessment and evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- **Appendix D** acknowledges the many people and organizations that have been involved in the development of this IRP.

**Prescribed Learning Outcomes**

The Prescribed Learning Outcomes column lists the specific learning outcomes for each curriculum organizer.

**GRADE 5 • Communicating**

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• ask and respond to simple questions</li> <li>• present information about themselves</li> <li>• recognize and use simple greetings and expressions of politeness</li> <li>• communicate likes, dislikes, needs, and wants</li> <li>• respond to classroom instructions</li> </ul>	<p>For many students, this is their first exposure to a second language. Because Grade 5 sets the stage for years to come, it is important that the experience be non-threatening, rewarding, and enjoyable. Give students every opportunity to hear, repeat, and “play” with the language. Routinely give classroom instructions in [Target Language] instead of English. Encourage students to use drawings and other visual aids as well as non-verbal gestures to extend communication.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to hear greetings and expressions of politeness (e.g., begin lessons with <i>Good day. How are you?</i>) Have students create posters or a mural of greetings and expressions of politeness.</li> <li>• Using pre-framed models, have students role-play using greetings and expressions of politeness. A. <i>Good day.</i> B. <i>Good day.</i> A. <i>My name is _____.</i> What’s your name? B. <i>My name is _____.</i> How are you? A. <i>I’m well. And you?</i></li> <li>• Have students interview partners to obtain information such as name, age, likes, and dislikes. Students then introduce their partners to the class, using the following format: <i>This is my friend. His/her name is _____.</i> <i>He/she lives _____.</i> He/she likes _____. <i>He/she doesn’t like _____.</i> <i>His/her favourite clothing is _____.</i> <i>His/her favourite pastime is _____.</i></li> <li>• As a class or in partners, have students create and demonstrate gestures to represent a need or a want, e.g., <i>I need a pencil</i> (gesture could be writing on hand), <i>I don’t understand</i> (gesture with hands). Provide students with opportunities to use expressions of wants or needs, for example, students could draw pictures of five things they need for school and label them.</li> <li>• Open the day with Calendar Time in [Target Language]. Present seasonal poems, celebrate birthdays, and ask students to respond to questions on the date, time, season, weather, temperature, and how they are feeling (e.g., <i>What is the date? What time is it? What is the temperature?</i>)</li> </ul>

12 • CORE FRENCH 5 TO 12

**Suggested Instructional Strategies**

The Suggested Instructional Strategies column suggests a variety of instructional approaches that includes group work, problem solving, and the use of technology. Teachers should consider these as examples they might modify to suit the developmental level of their students.

**Suggested Assessment Strategies**

The Suggested Assessment Strategies offer a wide range of assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and instructional goals.

**GRADE 5 • Communicating**

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>At this level, students often feel awkward attempting to communicate in a new language. In a supportive environment, they can begin to feel more comfortable and gain satisfaction from exploring and demonstrating their new skills. Assessment should encourage risk-taking and participation, rather than emphasize correctness.</p> <ul style="list-style-type: none"> <li>• As students engage in communication activities, observe and note evidence that they:             <ul style="list-style-type: none"> <li>- listen actively to follow instructions</li> <li>- choose the appropriate expression from those they have practised</li> <li>- approximate [Target Language] pronunciation</li> <li>- take risks to speak in [Target Language]</li> <li>- experiment with sounds and words</li> <li>- participate willingly in classroom activities in [Target Language]</li> <li>- support and encourage each other</li> </ul> </li> <li>• After students have been introduced to new vocabulary and structures, check for evidence that they comprehend the spoken word by accurately representing it through models, illustrations, and actions.</li> <li>• When students create pictures or posters, assess the extent to which they:             <ul style="list-style-type: none"> <li>- reproduce key vocabulary accurately</li> <li>- include supporting details in the form of illustrations, graphics, photos, or symbols</li> </ul> </li> </ul>	<p>The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.</p> <div style="background-color: #f2f2f2; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;"><b>Print Materials</b></p> <ul style="list-style-type: none"> <li>• Stoddart Colour Visual Dictionary French-English</li> </ul> </div> <div style="background-color: #f2f2f2; padding: 5px;"> <p style="text-align: center; margin: 0;"><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• Acti-Vie 1</li> <li>• Savorir faire: Visages 1</li> </ul> </div>

CORE FRENCH 5 TO 12 • 13

**Learning Resources**

The Learning Resources column is an alphabetical list by media of the resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is found in Appendix B of the IRP.





# INTRODUCTION

---

*[Target Language 5 to 12]*





This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for [Target Language] education, grades 5 to 12. The study of [Target Language] and culture is intended to enable learners to communicate purposefully in [Target Language] and to provide opportunities for students to gain insights into their own culture and to develop an openness to cultural diversity.

**PRINCIPLES OF LEARNING**

Provincial education programs are based on three principles of learning that reflect current views of how effective learning occurs. They have profound implications for all aspects of the program, such as the roles of student and teacher, the kinds of learning resources that are chosen, and the type of assessment that occurs. The development of this [Target Language] 5 to 12 IRP has been guided by and incorporates these principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

**RATIONALE**

*Insert your rationale here. Two or three paragraphs should be sufficient to explain why instruction in your target language is of benefit to students in British Columbia.*

**THE COMMUNICATIVE-EXPERIENTIAL APPROACH**

The [Target Language] 5 to 12 curriculum endorses what is commonly referred to as the *communicative-experiential* approach. In this approach the focus of instruction is the

purposeful use of language to perform real-life tasks, share ideas, acquire information, and get things done. Grammar instruction plays a supportive role only—to provide useful strategies to facilitate communication and comprehension.

The communicative-experiential approach is guided by an educational philosophy that includes the following principles:

- As much as possible, language learning should emulate authentic language use.
- The goal of language learning is performance with language rather than knowledge about the language.
- Language learning is not additively sequential but recursive and paced differently at various stages of acquisition.
- Language develops in a series of approximations towards native-like norms. Language learning is *not* the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are to be expected.
- Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities.
- Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place.
- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful language learning.
- The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks.
- Assessment reflects instructional goals and is performance oriented.

- Technology and textbook materials play support roles for language-learning goals; they should not determine curriculum.

(Adapted from “Teaching and Learning K-12 Authentic Instruction Communication,” Section 7.19, *ASCD Curriculum Handbook*, September 1994.)

### **PRESCRIBED LEARNING OUTCOMES**

Prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed and not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students’ abilities to understand others and to express themselves comprehensibly and appropriately. Assessment and evaluation do not focus on the mastery of grammar for its own sake.

Where possible, the prescribed learning outcomes show progression through the grades.

### **LANGUAGE-LEARNING STRATEGIES**

Language-learning strategies are important components of a language program and are now recognized as an essential part of successful language learning. Examples of such strategies include using visual clues; recognizing cognates; recognizing, using, and adapting language patterns; using a variety of writing processes such as brainstorming, sharing, revising, editing, and publishing; and using context to support and extend language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and generally communicate more effectively.

The Language-Learning Strategies chart (page 5) shows a cumulative range of strategies suggested for each grade. By Grade 12, students should be using the full range of strategies.

***The language-learning strategies on page 5 are strongly recommended, but may be modified if necessary.***

## Language-Learning Strategies

As students progress through the grades, they should develop and apply a range of strategies to assist their comprehension and expression. Students need experiences that encourage them to:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• recognize cognates</li> <li>• use visual aids, actions, lists, and pre-framed models</li> <li>• use visual and context clues to guess meaning</li> <li>• use mime, gesture, and props to help convey meaning</li> <li>• use repetition, alone or with others, to practise and reinforce new language</li> <li>• record ideas or expressions with visual images and symbols</li> <li>• derive meaning by listening attentively and participating fully in activities</li> </ul>	<ul style="list-style-type: none"> <li>• use prior knowledge of a topic to predict meaning</li> <li>• use formula phrases, including greetings and expressions of politeness</li> <li>• actively seek help by asking for clarification and repetition</li> <li>• connect new topics to personal experience</li> <li>• use some English or mother-tongue words, if necessary, to maintain communication</li> <li>• develop personal notebooks and dictionaries to record new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• recognize known [Target Language] words and cognates in new contexts</li> <li>• ask for specific words in [Target Language], if necessary, while continuing communication</li> <li>• listen to and practise pronunciation of the written word</li> <li>• group new items into categories that are personally meaningful</li> <li>• self-evaluate progress by comparison with earlier performance or against personal goals</li> <li>• continue to record new vocabulary and phrases</li> </ul>
Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> <li>• recognize and use common patterns</li> <li>• adjust the message in order to use known expressions and vocabulary</li> <li>• use word webbing charts, tables, and other graphic organizers to support oral and written expression</li> <li>• reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and use common patterns</li> <li>• listen, view, or read selectively to focus on key information</li> <li>• tolerate ambiguity of meaning when unable to understand fully</li> <li>• transfer and adapt known structures to convey meaning in new contexts</li> <li>• use a variety of writing processes to convey personal meaning</li> <li>• plan ahead for communicative activities by anticipating language and resources needed</li> </ul>	<ul style="list-style-type: none"> <li>• take risks with the language to extend language boundaries</li> <li>• use a variety of reference materials, including dictionaries, for comprehension and production</li> <li>• set personal goals in language skills and monitor their progress</li> </ul>
Grade 11	Grade 12	Introductory Grade 11
<ul style="list-style-type: none"> <li>• rephrase in [Target Language] to compensate for unknown expressions</li> <li>• make personal notes to use as a reference for oral and written productions</li> <li>• actively review common, useful expressions and patterns to refine communication</li> <li>• self-monitor and correct recurring or significant errors in communication</li> </ul>	<ul style="list-style-type: none"> <li>• negotiate meaning by using questions in [Target Language] and other techniques for clarification</li> <li>• summarize information in oral, graphic, and written form</li> <li>• use dictionaries, grammars, and other reference materials for clarity of comprehension and expression</li> <li>• seek out and create practice opportunities in and out of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• use visual and context clues to guess meaning</li> <li>• use mime, gesture, and props to help convey meaning</li> <li>• use prior knowledge of a topic to predict meaning</li> <li>• recognize and use common patterns</li> <li>• tolerate ambiguity of meaning when unable to understand fully</li> <li>• transfer and adapt known structures to convey meaning in new contexts</li> <li>• use a variety of reference materials, including dictionaries, for comprehension and production</li> <li>• set personal goals in language skills and monitor their progress</li> </ul>

*The following curriculum organizers are strongly recommended, but may be modified if necessary.*

### CURRICULUM ORGANIZERS

The components of this IRP are categorized under four curriculum organizers. These organizers are based on the common reasons people have for wanting to learn an additional language and have been used to group the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and locally approved learning resources. The curriculum organizers are:

- *Communicating* – to communicate with other people
- *Acquiring Information* – to acquire information for a purpose
- *Experiencing Creative Works* – to experience creative works for linguistic and cultural exposure
- *Understanding Cultural Influences* – to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow program developers to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying an additional language. In the classroom, they should not be treated separately but should be integrated into most activities.

**Whenever possible, teachers should use and encourage the use of [Target Language]. There are times, however, when English will be necessary to complete a task or provide supporting detail for a learning activity, particularly in the organizer, *Understanding Cultural Influences*.**

### *Communicating*

Learning outcomes listed under this organizer provide opportunities for students to use [Target Language] to establish and maintain relationships, share ideas and opinions, and to complete real-life tasks. **This organizer embraces a variety of communication skills—listening, reading, speaking, writing, viewing, and representing—in order to reach students with a wide range of abilities, language traditions, and backgrounds.** It emphasizes authentic language-learning experiences and the application of a range of language-learning strategies. Teachers and students are encouraged to use an ever-increasing amount of [Target Language] in all activities and student/student and student/teacher interactions.

In the process of communicating in [Target Language], students are encouraged to take risks.

### *Acquiring Information*

In this age of rapidly expanding information, it is important for students to develop the ability to understand and acquire information from authentic sources in [Target Language] (such as [Target Language] television or radio programs, films, magazines, business and job advertisements, recipes, restaurant menus, schedules, or Internet sites) to complete meaningful tasks. A meaningful task is one that engages students in thoughtful learning and is relevant to their lives.

In the process of acquiring information from sources that are appropriate to their interests and age levels, students are encouraged to apply a range of language-learning strategies to assist their comprehension and expression and to take risks.

**In some oral-based target languages, much of the acquired information will come from native speakers of the target language community.**

### *Experiencing Creative Works*

Students learn a language most effectively when they experience and appreciate it through music, dance, film, video, art, literature, storytelling by elders or members of the cultural community, and other forms of creative expression.

Students will be motivated to continue their language studies when they have frequent opportunities to listen, view, and eventually read creative works in [Target Language] and respond to them in various ways. Students should be exposed to a wide range of creative works representative of the [Target Language] culture, beginning with visual and aural works and progressing to written works as students' language skills develop. Over time, students should be able to produce a variety of written, oral, and visual responses.

Teachers are encouraged to explore, wherever possible, cultural opportunities that may exist within their own community.

### *Understanding Cultural Influences*

When students communicate with others in [Target Language] and participate in cultural experiences, they gain insight into the role of culture. Through exploring [Target Language], its cultural context, and its world, students develop an understanding of diverse perspectives and can better appreciate the role of other cultures as well as their own.

### INTEGRATION WITH OTHER CURRICULA

When teachers and students see [Target Language] as a practical means of communication and not just a narrow field of language study, many opportunities open up for integration with other curricula. **The prescribed learning outcomes are deliberately open-ended in nature to encourage teachers and students to make links to other areas of study such as job interviewing, mapping, graphing, music, or art.** In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation tasks. (See Appendix C for examples of integrated units.) Integration in the elementary classroom is easier and may begin with daily routines and procedures conducted in [Target Language]. In this way, students will see [Target Language] as a useful means of expression.

### SPLIT CLASSES

Teachers are encouraged to use the same themes for both grades if possible, alternating the set of themes each year. The final task for each theme should allow for a wide range of performances so students at all levels of ability continue to learn and be successful. For example, a theme on clothing may have partners or small groups working toward a fashion show with oral presentation. Younger students might use less language and more props, or complete a different task, such as role-playing a clothing purchase.

**SUGGESTED INSTRUCTIONAL STRATEGIES**

Instructional strategies have been included for each curriculum organizer and grade level. **These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes.** The strategies may be either teacher directed or student directed or both. There is no one-to-one relationship between the learning outcomes and the instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. **It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of their students and to respond to local requirements.**

**SUGGESTED ASSESSMENT STRATEGIES**

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

The assessment strategies or criteria examples are always specific to each organizer. Some strategies relate to particular activities, while others are general and could apply to any activity. **It is expected that teachers will adapt, modify, combine, and organize assessment strategies to meet the needs of their students and to respond to local requirements.**

**ASSESSMENT IN [TARGET LANGUAGE]**

Since language is acquired in a spiraling and recursive process, students will thrive in a stimulating environment where risk-taking is

nurtured and errors are viewed as a natural and informative part of language development. When students understand the role of errors, they are able to make confident decisions about when to take risks and when to edit carefully for accuracy.

In grades 5 to 7, assessment places equal emphasis on three of the major communication skills: listening, reading, and speaking. From grades 8 to 12, equal emphasis is placed on listening, reading, speaking, and writing. Such a balance in emphasis validates the oral and aural skills that have received less attention in the past than reading and writing. Final evaluations in grades 8 to 12 should therefore base 50% of the total grade on oral and aural skills.

**In oral-based target languages, these percentages will need to be adjusted.**

**ABOUT ASSESSMENT IN GENERAL**

**Assessment is the systematic process of gathering information about students' learning in order to describe what they know, what they are able to do, and what they are working toward.** From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent goals, and determine areas for additional instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focuses on the critical or significant aspects of learning that students will be asked to demonstrate. Students

benefit when they clearly understand the learning goals and expectations.

**Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction).** Teachers evaluate student performance from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgements about student performance in relation to learning outcomes.

Students benefit when teachers provide evaluation on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgement, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to paper-and-pencil tests. Appendix C includes a more detailed discussion of assessment and evaluation.

#### INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that this IRP addresses relevance, equity, and accessibility issues. Wherever appropriate for the subject, these issues have been integrated into the learning outcomes, suggested instructional strategies, and suggested assessment strategies. Although an exhaustive list of such issues is neither practical nor possible, teachers are

encouraged to continue to ensure that classroom activities and resources also incorporate appropriate role portrayals, relevant issues, and exemplars of themes such as inclusion and acceptance.

The ministry, in consultation with experienced teachers and other educators, has developed a set of criteria to be used to evaluate learning resources. Although neither exhaustive nor prescriptive, most of these criteria can be usefully applied to instructional and assessment activities as well as learning resources. See pages 28 through 43 of the ministry document *Evaluating, Selecting, and Managing Learning Resources (2002)* for brief descriptions of these criteria, grouped under headings of *Content, Instructional Design, Technical Design, and Social Considerations*. This document has been distributed to all schools. Additional copies are available from the Publications Bureau, order number RB0142, or on the ministry web site.

#### EXEMPTIONS FROM THE LANGUAGE POLICY

Ministry of Education policy states that all students must take a second language as part of the required curriculum in grades 5 to 8. Students may be exempted from the second language requirement. An exemption may apply to a student who is:

- identified as a student with special needs or receiving English as a Second Language service, **and**
- unable to demonstrate his or her learning in relation to the outcomes in a course or subject and grade for which an educational program guide has been prescribed by the minister.



**ESL STUDENTS AND  
SECOND-LANGUAGE STUDY**

Teachers of students for whom English is a second language will need to be sensitive to the varying rates at which these students develop communication skills. ESL students are likely to benefit from teacher modeling of expectations, real-life applications, direct instructions, incremental introduction of language-learning skills, frequent review, and use of graphic organizers (key visuals). [Target Language] teachers are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students. When teachers provide instruction in [Target Language], ESL students are placed on an equal footing with their classmates.

**STUDENTS WITH SPECIAL NEEDS AND  
SECOND-LANGUAGE STUDY**

Although ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students.

Students representing a wide range of special needs could successfully participate in this course because it uses a communicative-experiential approach. Teachers may need to adapt instructional strategies, activities, and evaluation methods for some students. For example, students with sensory impairments may need amplification or additional description to “view” videos.

Decisions to exempt a student from taking a second language should be made only after considering assessment information about the student’s cognitive, sensory, or physical disabilities.

When an individual student is exempted due to special needs, the exemption must be documented as part of the Individual Education Plan (IEP). For example, students who are deaf might have difficulty with oral sections of a second-language curriculum. Students who are experiencing difficulty establishing communication might concentrate on developing a communication system such as Bliss symbols or voice-activated technology. Students with language-processing disabilities may have difficulties that preclude second-language study. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies might be used to assist students with special needs in the [Target Language]-learning classroom.

- **Adapt the Environment**
  - Cluster students with particular gifts or needs.
  - Use community resources for extension and research.
  - Make use of preferential seating to enhance research.
  - Create a space with minimum distractions.
  - Change the location of the learning activity to optimize concentration.
  - Make use of co-operative grouping or pairing of learners.

- **Adapt Presentation or Instruction**
  - Provide extension activities for students with special gifts and talents.
  - Offer choices for self-directed learning.
  - Provide advance organizers of key information.
  - Demonstrate or model new concepts.
  - Adjust the pace of activities as required.
  - Change the wording of questions or instructions to match students' level of understanding.
  - Provide functional, practical opportunities for students to practise skills.
- **Adapt Materials and Equipment**
  - Use techniques to make the organization of activities more explicit (e.g., colour-code the steps used to complete a task).
  - Use manipulatives and other support materials.
  - Provide large-print charts or activity sheets.
  - Use opaque overlays for text pages to reduce the quantity of visible print.
  - Highlight key points in written material.
  - Provide software that has variable font sizes.
  - Use adapted computer hardware and appropriate software.
  - Provide alternative resources on the same concepts at an easier comprehension level.
  - Provide or arrange for opportunities for independent study (e.g., CD-ROM).
- **Adapt Methods of Assistance**
  - Train and use peer tutors to assist students with special needs.
  - Arrange for teacher assistants to work with individuals or small groups.
  - Collaborate with support teachers to develop appropriate strategies for individual students with special needs.

- **Adapt Methods of Assessment**
  - Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
  - Match assessment tools to student needs (e.g., oral or open-book tests, tasks performed without time limits, teacher-student conferencing).
  - Set short-term, achievable goals with frequent feedback.
  - Provide opportunities for students to assess their progress and set their own goals.

#### LEARNING RESOURCES

The fundamental aim of this curriculum is to enable students to communicate in [Target Language]. The curriculum focuses on the purposeful use of language to perform real-life tasks, share ideas, acquire information, and enhance the understanding of culture. The kinds of learning resources available for students to use while learning the language are vital to achieving this aim and implementing this approach.

In order to help students achieve communication goals and carry out real-life tasks while learning [Target Language], learning resources should include authentic materials that reflect the language at work in daily life. The term *realia* is often used to describe such resources, which could include newspapers, magazines, web sites, information about entertainment, business, employment, food, holidays and celebrations, and artworks and artifacts reflecting the culture of the [Target Language] community. Community resource persons can enhance language acquisition and provide opportunities to communicate in [Target Language].

*Ministry Procedures for Selecting Recommended Resources*

The Ministry of Education promotes the establishment of a resource-rich learning environment of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and digital resources, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use other resources to meet specific local needs must have these resources evaluated through a local district approval process.

Students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is encouraged.

The ministry considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of Grade Collection resources (Braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

*Provincially Recommended Materials*

These materials have been evaluated through the provincial evaluation process and have received Minister's Order and are listed in Appendix B of each IRP.

*Locally Evaluated Materials*

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

**The locally evaluated resources listed in this IRP have been approved for use according to district policies.**



# CURRICULUM

---

*[Target Language] 5 to 12*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask and respond to simple questions
- present information about themselves
- recognize and use simple greetings and expressions of politeness
- communicate likes, dislikes, needs, and wants
- respond to classroom instructions

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**For many students, this is their first exposure to a second language. Because Grade 5 sets the stage for years to come, it is important that the experience be non-threatening, rewarding, and enjoyable. Give students every opportunity to hear, repeat, and “play” with the language. Routinely give classroom instructions in [Target Language] instead of English. Encourage students to use drawings and other visual aids as well as non-verbal gestures to extend communication.**

- Provide opportunities for students to hear greetings and expressions of politeness (e.g., begin lessons with *Good day. How are you?*) Have students create posters or a mural of greetings and expressions of politeness.
- Using pre-framed models, have students role-play using greetings and expressions of politeness.
  - A. *Good day.*
  - B. *Good day.*
  - A. *My name is \_\_\_\_\_. What’s your name?*
  - B. *My name is \_\_\_\_\_. How are you?*
  - A. *I’m well. And you?*
- Have students interview partners to obtain information such as name, age, likes, and dislikes. Students then introduce their partners to the class, using the following format:
  - This is my friend. His/her name is \_\_\_\_\_.*
  - He/she lives \_\_\_\_\_. He/she likes \_\_\_\_\_.*
  - He/she doesn’t like \_\_\_\_\_.*
  - His/her favourite clothing is \_\_\_\_\_.*
  - His/her favourite pastime is \_\_\_\_\_.*
- As a class or in partners, have students create and demonstrate gestures to represent a need or a want, e.g., *I need a pencil* (gesture could be writing on hand), *I don’t understand* (gesture with hands). Provide students with opportunities to use expressions of wants or needs, for example, students could draw pictures of five things they need for school and label them.
- Open the day with Calendar Time in [Target Language]. Present seasonal poems, celebrate birthdays, and ask students to respond to questions on the date, time, season, weather, temperature, and how they are feeling (e.g., *What is the date? What time is it? What is the temperature?*)

### SUGGESTED ASSESSMENT STRATEGIES

**At this level, students often feel awkward attempting to communicate in a new language. In a supportive environment, they can begin to feel more comfortable and gain satisfaction from exploring and demonstrating their new skills. Assessment should encourage risk-taking and participation, rather than emphasize correctness.**

- As students engage in communication activities, observe and note the extent to which they:
  - listen actively to follow instructions
  - choose the appropriate expression from those they have practised
  - approximate [Target Language] pronunciation
  - take risks to speak in [Target Language]
  - experiment with sounds and words
  - participate willingly in classroom activities in [Target Language]
  - support and encourage each other
- After students have been introduced to new vocabulary and structures, note the extent to which they comprehend the spoken word by accurately representing it through models, illustrations, and actions.
- When students create pictures or posters, assess the extent to which they:
  - reproduce key vocabulary accurately
  - include supporting details in the form of illustrations, graphics, photos, or symbols

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify selected information from [Target Language] resources to complete meaningful tasks
- express acquired information in oral and visual forms

### SUGGESTED INSTRUCTIONAL STRATEGIES

**Students at this level already use a variety of strategies for accessing information in their own languages. By identifying these strategies, they can use them more effectively in [Target Language] and become more confident when working with [Target Language] materials.**

- After introducing food vocabulary in [Target Language], ask students to look at a simple [Target Language] menu and draw and label some of the dishes. Invite students to participate in a survey to determine which of the dishes most class members would enjoy.
- Have students use a [Target Language] student's timetable (shown on the Internet) or give them a sample timetable in [Target Language] to extract information about the student's school day. Ask each student to prepare their timetable in [Target Language], noting subjects and teacher(s). Students could display their timetables on a bulletin board.
- Provide students with a selection of greeting cards for a chosen celebration (e.g., birthday, special occasion). Have students identify common [Target Language] expressions and use them to create cards for classmates, perhaps on a card-making web site.
- Play a [Target Language] song to the class. Have students illustrate key words in the song. Students could then create posters based on the song.

### SUGGESTED ASSESSMENT STRATEGIES

**Assessment of the prescribed learning outcomes for this organizer focuses on students' ability to acquire the information they need to perform the assigned tasks. Tasks should be designed to allow students to represent the information they have acquired without necessarily using spoken or written language.**

- As students work with [Target Language] materials (e.g., menus and school timetables) and gather information such as food preferences, look for evidence that they are able to:
  - recognize key information and cognates
  - understand words and phrases that are repeated frequently in the same context
  - anticipate familiar or repeated patterns
  - recognize and make generalizations about [Target Language] spelling patterns and word endings
  - use pictures to make predictions about the language
- When students use visual representation to reflect their comprehension, assess the extent to which they:
  - recognize words or identify key information
  - use strategies for discovering the meaning of unfamiliar words
  - actively listen
- To assess students' greeting cards, consider the extent to which they:
  - visually convey the message
  - use appropriate expressions
  - provide complete information

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- respond to creative works from [Target Language] culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**In the first years of language study, students' exposure to songs, rhymes, and picture books provides a source of original [Target Language] which is simple and repetitive, yet rewarding and stimulating. Student responses typically involve very little language—students may be asked to draw, mime, move to music, or sing the chorus of songs.**

- Students listen to a song or story from the [Target Language] world. Once students have learned the meaning of the words, they create actions to go along with the words. Students may also use musical instruments to accompany the rhythm of the song.
- Students work in groups to illustrate a poem, nursery rhyme, song, or short story the class has learned. Using large paper, each group copies and illustrates a line of the work. The pages can be compiled in a class anthology and added to the class resource library.
- Show students one or more episodes of a children's TV program or video in [Target Language]. Students can make puppets of their favourite characters and use them in vignettes.
- Play a recorded song from a [Target Language] region. Have students identify as much vocabulary as possible and brainstorm in order to determine meaning. Once the meaning is determined, replay the song and have students learn to sing it. Draw students' attention to [Target Language] pronunciation and intonation.
- Present a demonstration or video of typical dances from [Target Language] culture. Invite students in small groups to choose a dance and learn a few basic steps. Groups present their steps to the rest of the class.

### SUGGESTED ASSESSMENT STRATEGIES

Student assessment at this level focuses on participation and response. As students become familiar with a particular work and with that genre of creative works, they respond with increased confidence and pleasure. Response activities at this level involve representations with minimal linguistic demands. Criteria for assessment emphasize participation and engagement with the culture and creative processes, as well as risk-taking with the language.

- As students learn [Target Language] songs or stories, or present examples of [Target Language] dances, look for evidence that they are:
  - taking risks to sing in [Target Language] or dance in [Target Language] styles
  - curious about the meanings of the songs or dances
  - trying to match their interpretations (gestures and expressions) to the meanings or moods
  - attentive and responsive to other students' interpretations
  - willing to extend or repeat the activity (e.g., adding props to their performances and voluntarily using the lyrics or dance steps in subsequent activities)
- When groups of students illustrate a creative work, note the extent of their:
  - group communication skills
  - engagement in the task
  - interest in and enthusiasm for the original work
  - interest in their classmates' illustrations
  - ability to capture the meaning of the original work
- After students have created their puppet characters, note the extent to which they:
  - are able to use the puppets to communicate effectively
  - show respect for the work of their classmates

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify elements of their own and classmates' cultural backgrounds
- demonstrate an awareness of [Target Language] culture in British Columbia

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**It is important to establish an atmosphere of mutual respect in the classroom to encourage students to share backgrounds and traditions. The focus should be on students' participation in identifying [Target Language] countries or regions in the world and their growing awareness of [Target Language] culture in British Columbia.**

- Assist students in developing an understanding of their cultural backgrounds, including the special foods they eat, special celebrations, and culturally significant objects relating to their heritage. Students might then organize displays to introduce their classmates to their culture. Displays could include samples or demonstrations, personal objects, brief explanations of special traditions, photos, or geographic details.
- Provide historical background information about the [Target Language] presence in British Columbia. Ask students in small groups to use atlases to find and record [Target Language] place names in the province. This information could be used as a starting point for further research on [Target Language] culture in BC. Using their newly acquired knowledge, students create a board game and make up questions and answers (in English or [Target Language]) to challenge their classmates' knowledge.
- After the class has learned about a variety of [Target Language] holidays, have students choose ways of demonstrating their knowledge, for example:
  - create holiday calendars with each square showing a custom associated with the holiday
  - make greeting cards, design banners, or create other decorations
  - make posters advertising activities associated with a holiday
  - collaborate to make a mural or display
- Have students create collages or murals that represent what they know and have learned about [Target Language] culture. Their collages or murals will be mostly visual but may include appropriate words from [Target Language]. Students may add to their artwork over a period of time as they learn more about the culture.

**SUGGESTED ASSESSMENT STRATEGIES**

Assessment at this level focuses on students' participation in cultural activities and their increasing awareness of [Target Language] culture. Much of their awareness will be demonstrated in graphic and visual formats, with some commentary in English.

- When students present their displays, note the extent to which they:
  - include key features from their own backgrounds
  - attempt to engage their classmates' interest
  - respond to questions by elaborating or clarifying information
  - ask questions to extend their understanding
  - listen attentively
  - support and encourage one another
- After students have researched [Target Language] place names and [Target Language] culture in BC, ask them to respond to prompts such as:
  - The most important thing I learned was \_\_\_\_\_.
  - I was surprised that \_\_\_\_\_.
  - I would like to learn more about \_\_\_\_\_.
- To assess creative activities such as posters, murals, collages, or greeting cards, consider the extent to which students:
  - convey meaning in [Target Language] by combining pictures, words, and actions
  - present key words in [Target Language]

**RECOMMENDED LEARNING RESOURCES**

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- make and respond to simple requests
- present information about themselves and others
- use greetings and expressions of politeness
- identify formal and informal forms of address
- express preferences and interests
- participate in known and predictable classroom situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**The emphasis at this level is on continuing to help students develop positive attitudes to learning and using [Target Language]. Students may feel successful using the [Target Language] they learned in Grade 5, but need the challenge of new topics and new situations. Interactions with partners and small groups are more frequent. Pre-framed models continue to help students express their ideas.**

- Using pre-framed models, have students role-play using greetings and expressions of politeness. As an extension, create a written dialogue similar to their role-play format. Separate the dialogue into individual sentences (i.e., cut sentences into strips or write on separate index cards). Have students reconstruct the dialogue and present it to the class.
- Ask students to complete a questionnaire related to their preferences and interests. For example:

<i>What do you prefer?</i>	<i>Answer:</i>
1. <i>chocolate or strawberry ice cream</i>	_____
2. <i>swimming or playing football</i>	_____
3. <i>singing or dancing</i>	_____
4. <i>oranges or apples</i>	_____

As a follow-up, ask students to work in small groups to create surveys or posters representing their preferences and interests.

- Play *Go Fish!* Using index cards or slips of paper, each student creates ten pairs of illustrated and labelled vocabulary cards (or the teacher can generate the cards). With a partner, they combine and shuffle both decks, drawing five cards each. Students take turns asking their partner, for example, *Do you have a bicycle?* The partner either hands over the card, saying *Yes, I have a bicycle*, or says *Go fish*, and the student who asked draws a card from the deck. When students get a pair, they lay the two cards on the table. The game continues until one player runs out of cards.
- Provide opportunities for students to follow and lead routine classroom activities (e.g., Calendar Time, star of the week).

### SUGGESTED ASSESSMENT STRATEGIES

Assessment activities at this level should support students as they develop comfort and confidence in their emerging language skills. Students' enjoyment of language learning is a continuing priority. Students are expected to take risks and personalize their experiences, attempting to use previously learned structures. Assessment focuses on students' participation in speaking, listening, and viewing activities. Students demonstrate their learning orally and through visual representations.

- To assess students' abilities in a role play, game, or other oral interaction, note the extent to which they are able to:
  - use structures and vocabulary they have practised
  - reproduce or approximate pronunciation of the more familiar words they use
  - use appropriate intonation or emphasis
  - smoothly say phrases they have practised, pausing after phrases or groups of words
  - recognize the difference between formal and informal forms of address
- To assess students' abilities in classroom oral activities such as surveys or card games, bring the class together to talk about how effectively they were able to use familiar structures and vocabulary in a new situation:
  - Which parts of the activity went well?
  - Did they obtain the information they wanted?
  - Which questions were most difficult to ask? Why?
  - How did they help others get the information they wanted? How did others help them?
  - What did they notice about their use of [Target Language]?

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- extract selected information from [Target Language] resources to complete meaningful tasks
- express acquired information in oral and visual forms

### SUGGESTED INSTRUCTIONAL STRATEGIES

**At this level, students' ability to use [Target Language] is minimal, but their ability to access information in their own language and display it visually is already quite developed. As students apply strategies such as predicting, connecting, and guessing from clues, they experience success and develop confidence in working with [Target Language] materials.**

- Have students look at a selection of age-appropriate [Target Language] resources (e.g., magazine articles, videos, the Internet). Ask students in groups to select a topic (e.g., fashion, sports, music) and create and present a visual display (e.g., chart, collage, poster, brochure, mobile) based on their research.
- Have a [Target Language] guest (or student) demonstrate putting together a [Target Language] dish. Provide students with a task sheet on which the steps are written in the incorrect order. Students number the steps in the correct order and match pictures of the ingredients to their [Target Language] names. Students then make a food collage with paper ingredients and give a commentary.
- Have students view several [Target Language] advertisements or commercials aimed at children (from TV, Internet, magazine, or video resources). Ask them to note information about the names of products, types of product, and if they would purchase these products or not. For each commercial, ask students to identify [Target Language] words or expressions they recognize. Then have students create an ad or commercial for their favourite product.

### SUGGESTED ASSESSMENT STRATEGIES

Students at this level may not be able to provide detailed explanations of the information they acquire. Assessment focuses on their ability to discover and use key ideas and overall impressions, along with selected details. Assessment tasks should allow students to represent their understanding in ways that require minimal use of language.

- As students work with age-appropriate resources such as magazine articles, videos, the Internet, or advertisements, note and encourage their attempts to use cues and strategies to anticipate and confirm meaning, such as:
  - context (including purpose and form of the material)
  - visual cues and text features
  - cognates
  - knowledge about familiar words and patterns to make inferences about new vocabulary
- To assess students' understanding of key information in a cooking demonstration, look for their:
  - recognition of vocabulary related to ingredients, utensils, and cooking instructions
  - reproduction of some [Target Language] vocabulary in understandable form
  - correct sequencing of steps in the cooking process
- When students collect information from [Target Language] materials and commercials and represent it visually or orally through ads or collages or by classifying information, note the extent to which they are able to:
  - identify key topics
  - recognize familiar vocabulary
  - tolerate ambiguity and persevere with a task even though they do not understand the entire piece
  - recognize the purpose or point of view
  - include relevant and accurate details
  - participate in the discussion

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- respond to creative works from [Target Language] culture

### SUGGESTED INSTRUCTIONAL STRATEGIES

**By providing students with opportunities to experience creative works, teachers can encourage them to enjoy the language in all its forms. Creative works at this level might include a catchy song, a rhyming poem, or a big-book story. Students' comprehension of the work and their responses to it will rely heavily on visual and contextual support.**

- Show students an animated video or a simple picture book and have them respond by recreating a favourite scene through role play or a mime for other students to guess. Students could create publicity posters or use art media to reproduce or expand scenes.
- Over a period of time, have students view [Target Language] visual works such as paintings, photos, carvings, and sculpture (originals, in a book, from slides, or on the Internet). For each piece of work, students record the artist and title of the work and provide a personal comment in their journal or Learning Log.
- After students hear or view a simple story, have them select an event, image, or character to represent visually (e.g., in a drawing, collage, or computer graphic). Students present their illustration, make three comments about it, and respond to questions from their classmates.
- While students listen to a contemporary song, have them find cognates and familiar words to predict the possible content or theme of the song. Point out key words to assist understanding of general meaning. Student groups could choreograph a dance to accompany the song, mime the meaning as the song plays, or lip-sync with it.
- Over the course of the year, introduce students to a variety of simple poems, nonsense rhymes, or tongue twisters in [Target Language]. As students become familiar with these works, they can use them as prompts for various activities or simply to explore the language.

### SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their interest and engagement in creative works through their participation, enthusiasm, and attentiveness. As they explore an increasing variety of genres, they begin to make generalizations about what they see and hear, and connect their experiences of [Target Language] creative works to those of other countries or regions.

- In role-play activities, look for evidence that students:
  - participate willingly
  - convey meaning
  - use familiar and appropriate vocabulary and phrases
  - interpret the scenes correctly
- After students view visual works, consider the extent to which they:
  - recognize key themes
  - offer personal responses
  - correctly identify artists and titles
- When students present their illustrations and respond to questions, look for:
  - interest and engagement in the task
  - personal connection to the image selected
  - attempts to engage others in the selected scene, character, or idea
- When students perform their interpretation of a song, look for evidence that they:
  - participate willingly
  - understand the content
  - try to interpret the mood of the song
- To assess students' comprehension as they are retelling a story, look for evidence that they:
  - understand the story
  - recognize cognates
  - use visual aids to derive meaning
  - are willing to offer personal responses
  - are beginning to make generalizations

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify selected characteristics of [Target Language] culture
- identify elements of [Target Language] culture that are similar to or different from their own

### SUGGESTED INSTRUCTIONAL STRATEGIES

**Because students at this grade level will be asked to share aspects of their cultural backgrounds, it is important to establish an atmosphere of trust in the classroom. When discussing similarities and differences, avoid stereotyping. Instead, emphasize the ways in which diversity enriches the classroom experience and brings life to the study of [Target Language].**

- Ask students to brainstorm a list of special events celebrated by their families. Have each student choose an important family celebration and create a poster representing it. Students then present their celebrations to the class, using their posters as prompts, and the class completes a Celebrations of Our Class chart. Headings might include: *Name, Special Occasion, Date, and Interesting Features*. Students could discuss similarities between the celebrations presented and those of the [Target Language] world.
- Provide students with, or have them find, recipes of [Target Language] dishes written in both English and [Target Language]. Students form groups of three or four and try out their favourite [Target Language] recipe at school or home, using the English version as a reference when necessary.
- Have an ongoing letter or e-mail exchange with a [Target Language] class. Students ask the corresponding class throughout the year to respond to group surveys to determine preferences in sports, music, food, pastimes, and other interests. Collect or read letters before they are sent.
- Discuss a cause that is important in the local [Target Language] community. Invite students to hold a flea market or garage sale to raise funds for the cause. Students could make posters advertising the sale and describing why they are fundraising. Have students collect objects to sell, write descriptions of them, and price them. If appropriate, change prices to [Target Language] currency and set up an exchange booth.

### SUGGESTED ASSESSMENT STRATEGIES

As students talk and write about their own cultural experiences and engage in classroom cultural activities, they reveal the extent of their openness and interest through their participation and the questions they ask. Students' attitudes play a key role in their development of cultural understanding.

- As students present their special events or celebrations, note the extent to which they:
  - include all required information
  - show interest in the celebrations of various cultures
  - have researched the topic
  - use visual prompts
- As students look for recipes and then create a [Target Language] dish, note the extent to which they:
  - attempt to use the [Target Language] version of the recipe unless they cannot proceed
  - recognize specific [Target Language] ingredients
  - are willing to try new dishes and experiment with food
- As students discuss cultural events and customs, observe and note evidence of their interest and understanding. For example, to what extent do students:
  - ask questions of each other
  - volunteer information about their own families and communities
  - speculate about reasons for particular customs or behaviours
  - offer to find out the answers to questions
  - volunteer information they have discovered about other cultures
- As students exchange letters, note the extent to which they:
  - identify preferences that are similar to and different from their own
  - provide requested information
  - complete the task
- As students take part in the fundraising activity, look for evidence of:
  - active participation
  - understanding of why the cause is important in the [Target Language] community
  - ability to express costs in [Target Language] money
  - cooperation with others

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask for and give simple information
- exchange information about themselves
- recognize and use formal and informal forms of address
- share information about activities and interests
- participate in classroom activities
- begin to derive meaning in new language situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, students are working with some memorized language and can begin to connect ideas to form complete messages or short interactions. They use writing for reference purposes and to develop their language skills, although accuracy of written expression is not evaluated in Grade 7.**

- Pin a card with the picture or name of a famous person, cartoon figure, or other character on the back of each student. Students must ask each other questions in order to determine the name of the person on their card. For example: *Am I a man or woman? Am I old or young?*
- Ask students in pairs to role-play making arrangements for meetings with friends. Have partners ask each other questions to elicit information regarding times, places, and dates.  
*When \_\_\_\_\_ ?*  
*At what time \_\_\_\_\_ ?*  
*Where \_\_\_\_\_ ?*

As an extension, students can work in pairs to create invitations to a [Target Language] celebration or other special event, incorporating the information they practised in the role-play. Ask students to use the appropriate form of address depending on who the invitation is for.

- On a map of the school, a [Target Language] town, or a city centre, place map flags or stickers identifying important locations (e.g., gymnasium, office, swimming pool, market, bus station, bakery, bank). Have students take turns being the tour guide giving directions to get from one point to another.
- Encourage students to keep an ongoing record of useful phrases and survival expressions such as:
  - *Could you lend me a pencil?*
  - *I don't understand.*
  - *Please repeat that.*

Students could record everyday phrases on cue cards and attach them with a clip ring. They can easily add cue cards throughout the year as they acquire more vocabulary and expressions.

### SUGGESTED ASSESSMENT STRATEGIES

**At this level, students begin to engage in more complex interactions that build on the frequently used expressions and language they have acquired. When assessing student development, consider both the extent of their participation and their level of comprehension and understanding.**

- As students try to determine the names on the cards, note the extent to which they:
  - participate in the activity
  - formulate questions
  - respond to questions
  - take risks to speak [Target Language]
  - experiment with new vocabulary and structures
  - approximate [Target Language] pronunciation
  - support and encourage each other to complete messages
- Observe role-playing activities for evidence that students are increasingly able to:
  - make themselves understood in [Target Language]
  - use learned patterns and vocabulary
  - take risks to add details or use unfamiliar language
  - use strategies such as non-verbal communication and visual props to support their messages
  - recognize and respond to familiar words and patterns
- At the end of each class, have students use checklists to rate their performance on aspects of their daily oral communication. Items might include:
  - I volunteered questions and information.
  - I practised new vocabulary and patterns.
  - I talked only in [Target Language].
  - I tried to correct my own mistakes.
  - I supported and encouraged others.
- When students keep a record of useful phrases and survival expressions, review the list for evidence that they:
  - add to the list
  - refer to the list when required

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- extract and retrieve selected information from [Target Language] resources to complete meaningful tasks
- express acquired information in oral, visual, and simple written forms

### SUGGESTED INSTRUCTIONAL STRATEGIES

**By now, many students are ready to use age-appropriate material to acquire more detailed and specific information. Their growing communicative skills permit them to begin to transfer and substitute language in the resources to suit their own purposes. Their growing [Target Language] listening skills permit them to recognize known vocabulary in its written form and attempt to pronounce unfamiliar words that follow regular spelling patterns. The use of a [Target Language]-English dictionary or a glossary helps students explore written material more independently and in greater depth.**

- Invite a guest who is fluent in [Target Language] to give the class a short presentation. For example, a firefighter might discuss fire safety. Have students then prepare a poster campaign for the school based on the presentation (e.g., to raise fire-safety awareness). Posters could display three important rules learned from the presentation.
- Have students select an article from a [Target Language] magazine or newspaper and identify at least five facts. Using the information they have retrieved from the article, students prepare and present a newscast to the class. Students may use props (microphone, picture from magazine, blazer) to make their presentation more realistic and fun.
- Work together with the class to select a theme or topic to research. Collaboratively create a list of questions that individual students will find answers to. Students should use a variety of [Target Language] resources, including print material, the Internet, and community resource people for their research. Students then present their findings orally, supported by visuals.
- Invite a high school [Target Language] student to class to give a short presentation about high school life. Students are to ask questions in [Target Language]. Students then prepare a list of three things they most look forward to about going to high school.

### SUGGESTED ASSESSMENT STRATEGIES

While many of the information tasks at this level continue to rely on visual representations, students should also be expected to use some basic, well-practised [Target Language] vocabulary and language structures. Linguistic requirements should be simple and require only a minimum of transfer or adaptation of patterns. Assessment for this organizer continues to emphasize the extent to which students successfully find and use the information required to complete specific tasks.

- When students represent or report on information they have acquired, note the extent to which they are able to:
  - identify and recount the key ideas or impressions
  - include relevant and accurate detail
  - reproduce some of the [Target Language] words and patterns in an understandable form
  - organize and sequence their information appropriately (e.g., when giving instructions)
- When students are working on assigned tasks, use a class list to note observations about the extent to which they:
  - approach tasks with confidence
  - persevere—try different approaches or strategies when having difficulty
  - tolerate ambiguity—use the information they understand without being frustrated by gaps in their knowledge
- Provide or develop with students a list of criteria to be used for self- and teacher assessment when students are working with [Target Language] resources. For example:
  - recognizes familiar words in new contexts
  - uses cognates when appropriate to help acquire meaning
  - uses a thematic or bilingual dictionary appropriately (e.g., to confirm and locate the meanings of selected key words)
  - uses non-verbal clues (e.g., context, gesture, intonation, graphics, pictures) to support meaning
  - uses knowledge of common patterns to make predictions and inferences

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- respond to creative works from [Target Language] culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students at this level can recognize familiar language in creative works and can sometimes use their growing range of strategies to make educated guesses at the meaning of new expressions. Students will benefit by being given the opportunity to choose the way they respond to creative works, for example, painting, video, song, or dance.**

- Present students with examples of crafts from various [Target Language] regions or countries. Students choose one craft to make and present in a class art show, giving background information and explaining how the object relates to the culture.
- Have students view a Grade 7-level [Target Language] video. After the video, students work in groups to create posters depicting the content. Posters can be displayed around the room.
- Have students listen to songs in [Target Language]. As they listen and follow lyric sheets, they note repeated phrases, words, or rhythms. Groups then sing or practise lip-sync routines which they present to the class.
- Invite students to view examples of sculpture or carving commemorating important people and events in [Target Language]. Then have them create their own sculpture or carving using appropriate [Target Language] symbols and images. Have students share their work first with a partner and then with the class, explaining what it represents or symbolizes.

### SUGGESTED ASSESSMENT STRATEGIES

As students develop their knowledge of and facility with [Target Language], they are able to experience and respond to an increasing range of creative works, including those they seek out themselves. Assessment information most often comes from observing students' participation and engagement, and reviewing their responses and reflections.

- When evaluating students' craft presentations, look for evidence of their:
  - inclusion of relevant and creative detail
  - willingness to engage in the task
  - willingness to take risks in presenting to the class
  - ability to give background information
  - cultural understanding
- As students work in groups to create posters depicting the content of the video, note the extent to which they:
  - are willing to engage in the task
  - convey the theme or plot of the video
  - demonstrate effort
- As students listen to and sing or lip-sync songs, note the extent to which they:
  - respond to the meaning as well as the sounds and rhythms
  - make connections with other music they have heard
  - are open and willing to engage in new experiences
- Before students make their own carving or sculpture, work with them to develop criteria such as:
  - shows attention to detail of the sample carvings or sculptures
  - uses appropriate [Target Language] symbols and images in their work

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify and share family customs and routines
- identify elements of [Target Language] culture present in British Columbia and Canada

### SUGGESTED INSTRUCTIONAL STRATEGIES

**Students should have opportunities in class to explore aspects of their family and community traditions in order to see the similarities that exist beneath surface differences. Students will also continue to explore and experience, where possible, aspects of the [Target Language] world.**

- On a monthly basis, assign students in groups to take turns maintaining a classroom bulletin board that focuses on the [Target Language] world, including British Columbia and Canada. Suggest that groups display newspaper and magazine articles they collect from home, the Internet, or other sources. At the end of each month, have the assigned group present a synopsis of the posted items.
- Have students exchange e-mail or letters with elementary students in a [Target Language] country or region. Students can write in English and/or [Target Language]. Encourage students to ask about topics such as food, clothing, pastimes, traditions, and school schedules. After exchanging letters, students prepare a short presentation to the class comparing the life of their new friend with their own.
- Have students find out about the cuisine in a [Target Language] country or region. Students then choose a restaurant name and create a menu including the specialties of that region. Students could also prepare a shopping list of the specific [Target Language] ingredients that would be necessary to create each dish. As an extension, have students role-play a scene at a [Target Language] restaurant and order from the menus they have created.
- Invite the class or school to organize a simulation of a major celebration common in [Target Language] culture (e.g., special feasts, Chinese New Year, Mardi Gras).
- Over time, have students create a classroom chart with examples of [Target Language] cultural influences in British Columbia and Canada.

### SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their understanding of cultural context through their participation in and response to a variety of activities. At this level, students should demonstrate a growing awareness of [Target Language] culture.

- Establish expectations and criteria for bulletin-board displays and synopses through discussion with students. Criteria might include:
  - information comes from a variety of resources, including the Internet
  - display is logically organized
  - a variety of topics about [Target Language] culture are included
  - synopses are accurate, focus on key events, and include interesting details to engage students' interest
- As students reflect and report on their key/penpal presentations, note the extent to which they:
  - identify daily activities or routines
  - include relevant details about what they discover
  - notice key similarities and differences about the two cultures
  - represent information in a clear and organized fashion
- When students prepare a menu and grocery list, look for evidence that they include:
  - a variety of dishes
  - the name of each dish or ingredient
  - the appropriate heading in the menu (e.g., *appetizer, main course, dessert*)
- When students make comparisons between their own culture and [Target Language] culture, note the extent to which they:
  - demonstrate sensitivity to and respect for cultural differences
  - recognize patterns and attempt explanations, but avoid stereotyping and overgeneralizing
  - distinguish between contemporary and traditional characteristics
  - notice similarities to and differences from other cultures

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask for and give information, permission, and clarification
- seek information about activities and interests
- participate in familiar activities (real or simulated)
- recognize events as past, present, or future
- derive meaning in new language situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Grade 8 students use [Target Language] as a tool for communicating about everyday topics they enjoy talking about, such as themselves, their friends, and favourite activities. In order for students to experience success, they must be provided with a safe environment for language risk-taking and multiple opportunities to practise and develop the language in new and interesting contexts and in different groupings—pairs, small and large groups, and individually.**

- Provide students with a frame for a personal letter they can adapt by adding their own information. Suggest that in their letter they use questions they have practised to ask respondents for similar information. Have students carefully check their written work and consult with partners and the teacher before sending their letters to an exchange class.
- In groups (or as a class), have students create a game show with real or imaginary contestants. This show should use simple questions and answers. For example, students could bring objects from home or cut out pictures of objects from magazines. Contestants would ask the game host information about these objects before they guess the price. Imaginary prizes and theme music could add to the atmosphere.
- Have students bring objects to class that are representative of their interests and hobbies. In small groups, they explain why the objects are important. After students have finished, ask the class to remember who brought each object.
- Suggest that students work in pairs to role-play telephone conversations in which they plan weekend activities. Partners should find activities both students would enjoy. Plans could include where they will go, who will go with them, when they will leave, and what they will take along.

### SUGGESTED ASSESSMENT STRATEGIES

**In Grade 8, writing is added to the group of skills assessed. Writing is the easiest form of communication to assess because it can be collected and analysed; however, it should not be overemphasized at the expense of oral skills. As students develop oral and written skills, errors are a natural and predictable part of language development, and provide valuable information to both learner and teacher. When students understand the role of errors, they are able to make confident decisions about when to take risks, and when to edit carefully for accuracy.**

- Assess students' penpal letters before they are mailed, recording observations on removable notes or separate sheets. Criteria might include:
  - contains complete sentences that convey personal information
  - uses questions practised in class
  - shows evidence of self-correction
  - errors do not interfere seriously with the message
- Use a class list to record observations of students' oral interactions as they engage in class and small-group tasks. Observing three to four students per period during oral activities will provide useful information for ongoing oral assessment. Alert students to the specific criteria or features that will be recorded. Possible criteria include noting the extent to which students:
  - volunteer useful questions and information
  - use and practise recently acquired vocabulary or structures
  - make their messages understandable and appropriate
  - support meaning with gestures, intonation, and body language
  - persevere in [Target Language] when they cannot understand or be understood at first (e.g., repeating, rephrasing, attempting to self-correct, using gestures)
  - take risks to include interesting information or language
  - support and encourage other students when they speak in and listen to [Target Language]

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract, retrieve, and process selected information from [Target Language] resources to complete meaningful tasks
- express acquired information in oral, visual, and written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

Students at this level are generally interested in acquiring information about things when there is a meaningful reason for doing so. It is important to select interesting, age-appropriate [Target Language] materials and keep the tasks fairly simple. Students need acquire only the information required to complete the task successfully. The format and context of the information should be familiar to them (e.g., teen magazine survey, newspaper or television ad, penpal letter, e-mail, web site).

- Give students a [Target Language] map. Have them choose a point of interest, then write a note that gives directions to the destination. Students form partners, exchange notes, and follow the directions to reach the appropriate destination.
- Show students a video of a movie or play in [Target Language]. Have them note key information about characters, plot, and setting. Using this information, partners role-play being movie critics, describing the movie and offering their critique of it. Students could also prepare posters as backdrops for their “show.”
- Have students listen to or view sports highlights (TV/radio) in [Target Language] and identify key information, creating illustrations of the key players, the score, and expressions used by players, fans, and commentators.
- Invite students to research a [Target Language] pop singer of their choice. Students note the singer’s name, birthday, nationality, song titles, and other interesting information. Students pretend to be hosts at a music award show and present their artists, along with a music clip, to the class.

### SUGGESTED ASSESSMENT STRATEGIES

**In a communicative-experiential approach to language learning, students acquire and use information to complete realistic tasks. The purpose or task dictates what information is needed; students demonstrate their skills and strategies by how they use and present the information to complete the task. Assessment of these skills usually occurs in the context of an integrated communication task where teachers assess several curriculum organizers at the same time.**

- To assess students' comprehension of directions, note the extent to which they:
  - offer complete, detailed information
  - use information that is accurate and appropriate
  - incorporate useful vocabulary, expressions, and language structures
  - are able to follow the directions presented in the note
- When students are engaged in role-plays, note the extent to which they:
  - remain actively engaged in the interaction
  - use appropriate vocabulary related to the theme
  - communicate in complete sentences
  - attempt to use approximate pronunciation and intonation
  - attempt to support each other
- Work with students to develop criteria for assessing their work with audio or video resources. For example, they might be expected to recognize and convey:
  - topics or purposes
  - overall moods or feelings of actors or commentators (e.g., neutral, disappointed, excited)
  - names of some of the people involved
  - locations
  - key events or information
  - outcomes or conclusions
  - some new vocabulary they want to learn
- As students present their music artist, look for evidence that they:
  - use a variety of research sources
  - note appropriate biographical information
  - present information in understandable [Target Language]
  - take risks with language use

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- respond to authentic creative works from [Target Language] culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this age, students develop a strong interest in popular culture in the form of music videos, popular music, and films. They benefit from opportunities to experience works by [Target Language] artists and actors (perhaps in video clips or on web sites). They enjoy using their growing language skills in activities that involve personal choice, such as selecting and discussing their favourites with classmates.**

- After hearing a [Target Language] song or viewing a video, have students create CD covers or video cases to promote it.
- Have students listen to a song, following the lyrics and noting cognates and familiar words. Together they try to determine the meaning and respond to the song by writing and illustrating their favourite lines or verses.
- Invite students to examine magazine fashion displays and create collages with captions to depict ways that people in [Target Language]-speaking areas dress for various kinds of activities. They could also present a show of clothing for various events and occasions and include a simple commentary.
- Present a short [Target Language] story. Students in groups listen for words they recognize, for characters presented, and for action that may be occurring. After groups pool their findings, retell the story to confirm predictions and clarify meaning.
- Have students keep a section of their notebooks or journals for responding to creative works. They might keep logs where they record and comment on experiences with [Target Language] creative works. Alternatively, they might write summary reviews or reflections looking back over the creative works they have encountered during a term or semester, identifying those that have had the greatest impact or most closely reflect experiences they have had in English or other languages. They may also want to describe the ways in which their responses or ideas have changed over time.

### SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level should reflect students' emerging ability to use [Target Language] to express their thoughts, feelings, and reactions to creative works.

- As students create CD covers or video cases, note the extent to which they:
  - reflect their personal response
  - convey the visual image clearly
  - attempt to appeal to an audience
  - offer complete, detailed information
  - incorporate familiar and practised expressions, language structures, and vocabulary
  - model aspects of [Target Language] from CDs or videos
- When students view videos, listen to music or stories, and read magazines, assess their personal response by looking for evidence that they are:
  - open and willing to engage in the task
  - committed to their work
  - able to formulate personal responses in [Target Language]
  - willing to take risks in their responses and predictions

Each task will also have its own specific criteria.
- When checking students' logs or portfolios, look for evidence that they:
  - offer a personal response to creative works
  - reflect on ways their ideas may have changed over time

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify and share school and community traditions
- discuss the activities and interests of young people in [Target Language] culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**By exploring the similarities and differences in activities and interests that exist in [Target Language] culture, students increase their understanding of their own culture.**

- Have students find examples of pastimes of [Target Language] youth and compare these activities with pastimes of youth in the school or community. Students could present skits or play charades showing the activities of [Target Language] youth.
- Have students in small groups research food specialties of [Target Language] regions. Students prepare one-page reports about the food they researched, including country or region of origin, climate, ingredients, procedure, and occasion or time of day food is eaten. They present their reports to the class. As an extension, students could choose several recipes to prepare and sample. Afterwards, students could compare the [Target Language] dishes to food they eat at home.
- Divide the class into group A and group B. Have each group learn a game played in the [Target Language] world. Then form smaller groups with two people from group A and two from group B. Students in smaller groups teach one another the games they have learned, using as many [Target Language] expressions as possible. Have students compare and contrast the [Target Language] games to games they have played at school or at home.

**SUGGESTED ASSESSMENT STRATEGIES**

**At this level, students are encouraged to use [Target Language] in cultural activities; however, assessment of this organizer focuses on cultural outcomes and not on students' facility with oral or written language.**

- As students present information about pastimes of [Target Language] youth, look for evidence that they:
  - present accurate and detailed information
  - include interesting details
  - are developing increased understanding of and insight into the lives of [Target Language] youth
  - compare aspects of their own communities and cultures
- When students take part in situations such as skits, note whether they:
  - understand cultural elements
  - are interested in and curious about cultural differences
  - are open and willing to engage in the task
- To assess students' oral and written reports on [Target Language] cuisine, look for evidence that they:
  - use accurate, appropriate, and complete information
  - show an interest in similarities and differences of [Target Language] cuisine and their own
  - attempt to appeal to an audience
  - incorporate necessary vocabulary and expressions
- When students teach each other games they have learned, encourage them to use [Target Language] as much as possible. Establish criteria for group feedback such as:
  - demonstration is clear and easy to follow
  - language associated with the activity is used accurately
  - comparisons to familiar games or activities help to develop understanding
  - demonstration was successful; the other students learned the game

**RECOMMENDED LEARNING RESOURCES**

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask for and give assistance and detailed information
- share opinions and preferences, giving reasons
- describe and exchange information about activities, people, places, and things
- communicate in present and future
- participate in selected, meaningful, real-life situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students at this level need continued support to develop the range of language necessary to communicate with each other. The focus of learning is to convey and understand meaning for practical purposes in situations that are relevant to Grade 9 students, such as ordering a meal or buying a gift.**

- Working in pairs, students role-play a situation in which they are packing for a trip to a [Target Language] country or region. Students find out what the weather will be like and prepare a list of clothing and accessories to take. Students use the list to generate questions, for example, *Are you putting a sweater in the suitcase?* The partner responds negatively or affirmatively in complete sentences.
- Working in groups of four, students create a photo album about the life of a fictitious person or someone they know. Students find photographs or draw illustrations, then make captions for each event, including a brief description of the event, date of the event, and age of the person at that time. The photo album should cover a 10-year span with at least 20 events.
- Have students create a comic strip that depicts where a character is going (e.g., auditorium, library, park, mall). Students say what happens to the character during the adventure and describe how the character feels. Encourage students to write a funny or surprising ending to their story and use at least five frames.
- In groups of three, have students plan the next Summer (or Winter) Games. Students schedule different sports throughout each day, naming the countries or regions that are participating in each event. Groups present one day of events to the class. Students can say which country or region they believe will win each event.
- Have students create a conversation in which they plan to meet somewhere. Students must decide what time to meet and what they plan to do while they are there. Ask students to sequence the events using *first*, *then*, and *finally*.

### SUGGESTED ASSESSMENT STRATEGIES

**In Grade 9, assessment continues to focus on communication of meaning, with an increasing focus on student interaction. Some of the activities assessed involve spontaneous communication, where the focus is on students' strategies for expressing and understanding meaning. When students have had opportunities to practise and receive feedback before making presentations, more attention can be paid to accuracy than in their spontaneous interactions.**

- When students are engaged in role-plays, note the extent to which they:
  - remain actively engaged in the interaction
  - use appropriate vocabulary related to the theme
  - communicate in complete sentences
  - attempt to use approximate pronunciation and intonation
  - attempt to support each other
- When students present a dialogue or conversation they have practised, look for evidence that they:
  - are easily understood by their peers
  - comprehend what is being said
  - use correct language and structure
  - use a variety of vocabulary and expressions
  - attempt to pronounce words accurately
  - sustain interaction with little or no hesitation
  - are able to ask for help in [Target Language]
- When evaluating photo albums or comic strips, look for evidence that students:
  - are willing to explore meaning
  - use appropriate vocabulary
  - include a variety of images that are visually engaging
- When evaluating a group project or presentation, look for evidence that students:
  - focus their attention on the task
  - are willing to share their ideas and support the ideas of others
  - contribute to the activity or presentation
  - ask for feedback
  - help others when the need arises
  - show initiative and demonstrate leadership

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract, retrieve, and process information from [Target Language] resources to complete meaningful tasks
- explain acquired information in oral, visual, and written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, students will be motivated to acquire information from authentic materials when the purpose is practical and relevant to their age, such as meeting a friend at a bus depot or choosing a fast-food restaurant.**

- Have students each choose an article from a [Target Language] magazine and generate four questions about the most interesting facts. Then ask them to exchange their articles with partners and answer one another's questions.
- Invite students to read several letters in youth magazines, noting the topics discussed, opinions given, and expressions used. Ask them to write their own letters, either to the magazines or penpals.
- Have students each telephone a [Target Language] business or organization in the community to find out its hours of business.
- After students examine several classified advertisements in [Target Language] newspapers, have them create an advertising section for their classroom bulletin board. Students prepare advertisements for real or imagined objects and respond to them in telephone role plays. When responding to the ads, students should make appropriate inquiries, such as details about the objects for sale and when and where they can be viewed.
- Have students look over a selection of [Target Language] newspapers, then brainstorm ideas for creating a class newspaper. Contents could include sports, weather, film reviews, advertisements, articles about school and current events, photographs and graphics, and so on. Students could form groups to work on the various categories. Students can create the newspaper using computer-generated material.
- Invite students to find several [Target Language] advertisements for movies and have them role-play planning to attend one. Their choices should reflect the information acquired from the advertisements (i.e., movie title, location, time, actors, critics' ratings). Encourage students to refer to their favourite genres (e.g., comedy, adventure, horror, action).

### SUGGESTED ASSESSMENT STRATEGIES

Students at this level show evidence of their language skills and strategies in the way they approach and work with the materials, as well as the way they represent the information they acquire. Frequent opportunities to choose their own tasks will increase student interest.

- When students read articles from [Target Language] magazines, note the extent to which they:
  - are able to read for global understanding
  - identify main ideas
  - rely on prior learning to derive meaning
  - use correct structures when writing questions
  - choose questions that highlight the main ideas
  - use a range of open-ended questions
- When students prepare and respond to “for sale” advertisements in [Target Language], note the extent to which they:
  - use the appropriate format
  - write clearly in simple [Target Language]
  - refer to information in the ads during their “calls”
  - interact in [Target Language] to complete the task
- Work with students to develop assessment for their newspaper articles. Criteria could include:
  - uses language and structure accurately
  - attempts to model [Target Language]-style newspaper format
  - provides relevant and creative details
  - works well with others and shows respect for others’ ideas
- When students work with materials such as movie advertisements, look for evidence that they are able to:
  - locate familiar words
  - use the context to support inferences about the information
  - predict meaning by interpreting photographs and graphics
  - focus on finding the key information needed
  - notice and use advertising patterns and vocabulary

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- reflect on and respond to authentic creative works from [Target Language] culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**The range of creative works which students can experience will increase greatly if students are able to access a range of CDs, videos, and other resources or resource people. Directing students to current Internet sites will also encourage and sustain their interest in creative works.**

- In small groups, have students listen to a variety of genres of [Target Language] music. Students then group the songs into different categories, explaining their reasoning. Students could also indicate:
  - images that come to mind
  - familiar words
  - what audience music would appeal to
  - where they would hear the music
- Have students search the Internet for museums in a [Target Language] city and look at several current exhibits, or visit a local cultural site or gallery. Then invite students to imagine they are curator of an upcoming exhibit. Ask them to choose five works they would display, and have them compose an ad or poster for the exhibition.
- Introduce students to the work of a [Target Language] artist, using photographs or slides. Encourage students to discuss the characteristics of the artist's work through guided questioning. Students then emulate the artist's style in an artwork of their own.
- Invite students to read simple [Target Language] stories, including myths, legends, or other stories appropriate to [Target Language] culture. Students then present the stories through media of their choice (e.g., skits, puppet shows).

### SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to experience and respond to an increasing range of creative works, including music and other works from popular culture designed for their age group. Students reveal their development in the choices they make and in their efforts to find and share creative works, as well as in their oral, visual, and written responses.

- When students discuss [Target Language] music, look for evidence that they are:
  - willing to go to some effort to consider works or experiences not presented in class
  - making connections between other experiences and preferences and their responses to the works
  - able to present reasons and details to support their views or preferences
  - willing to take risks to use new vocabulary, structures, or formats
- To assess the exhibition ad or poster, look for evidence that students:
  - demonstrate an appreciation of the variety of [Target Language] art
  - present accurate, appropriate, and complete information
  - attempt to appeal to an audience
  - incorporate necessary vocabulary, language structures, and expressions
- Collaboratively develop assessment criteria before students emulate an artist's style. For example:
  - understands characteristics of the artist's style
  - is sensitive to the cultural elements in the artist's work
  - interprets the ideas, themes, and feelings of the original works
- Collaboratively develop criteria for students' presentations of stories. For example:
  - develops a clear feeling, theme, or message that is consistent with the original
  - sequences events to create a coherent story
  - reflects key features or qualities of the characters
  - incorporates appropriate conventions and traditions

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- demonstrate an awareness of contemporary and traditional customs of [Target Language] culture
- identify and describe similarities and differences between their own customs and [Target Language] culture
- describe ways in which English and [Target Language] have influenced each other

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**With students' deepening understanding of [Target Language] culture, they are motivated to continue their language learning and add new perspectives to their views of the world.**

- Have students compare and contrast how people celebrate birthdays or other special occasions in [Target Language] countries or regions. Students should focus on food, setting, attire, guests, music, and dance.
- Ask students to examine [Target Language] resources such as video excerpts, web sites, advertisements, schedules, menus, recipes, and brochures of [Target Language] regions. Students identify cultural elements such as body language, greetings and leave-taking, fashion, settings and surroundings, routines, and prices. In groups, students then pool their results, which they present to the class using oral, visual, or multimedia methods.
- Invite students to assume fictitious [Target Language] identities, including names and countries or regions of origin. Have them make an oral presentation to the class based on the character they have assumed. The teacher or students could provide prompts to elicit information such as nationality, family life, profession, and age. After their presentation, students submit a written report on their country or region.
- Have students brainstorm lists of [Target Language] words or phrases commonly used in English and English words commonly used in [Target Language]. These words or phrases may be found in authentic materials read or heard in class, or outside of class, such as in sports broadcasts. Encourage students to add words or phrases to the list on an ongoing basis. To follow up, students may write a paragraph, poem, or dialogue with a partner, using as many words from their lists as possible.

### SUGGESTED ASSESSMENT STRATEGIES

As students talk and write about their developing knowledge of [Target Language] culture, look for evidence of openness to and an interest in diversity, as well as increasing knowledge of linguistic and cultural comparisons.

- When students compare and contrast birthday or other celebrations, look for evidence that they are:
  - willing to go to some effort to research traditions
  - making connections between their own traditions and [Target Language] traditions
  - able to present accurate and detailed information
  - willing to take risks to use new vocabulary and language structures
  - interested in the information presented by classmates
- Work with students to develop criteria for their presentations on their [Target Language] identities. For example, they might be expected to demonstrate:
  - awareness and use of a variety of current resources, such as web sites, library sources, and people in the community
  - detailed knowledge about key traditional and contemporary cultural characteristics
  - sensitivity to lives and customs of inhabitants of their chosen country or region
  - awareness of some of the behaviours, attitudes, values, or customs that are common to [Target Language] culture
  - respect for diversity and differences in customs
- Review students' lists of words that are commonly used in both languages. Look for evidence that students are able to draw conclusions and make generalizations about:
  - the language in which each word originated
  - what factors contribute to the use of loan words

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- make suggestions about everyday activities
- communicate needs, desires, and emotions, giving reasons
- describe events and experiences
- communicate in past, present, and future
- participate in a variety of meaningful, real-life situations

### SUGGESTED INSTRUCTIONAL STRATEGIES

**Students at this level display a growing ability to take risks with language and should be encouraged to do so. Communicating meaning is still the central focus of this organizer. While emphasis remains on the practical and everyday use of language, students' descriptive abilities include linking and sequencing of narrative.**

- In pairs, have students practise a telephone conversation. One student calls the other with an invitation to do something, such as go to a movie or play soccer. The second student must decline the invitation and give two reasons for not being able to go. Students then switch roles. As an extension, have students write a note to a friend cancelling a prior engagement because of illness. Students should explain what they did that caused them to become ill. (*After I went out without my coat, I got the flu.*)
- In small groups, ask students to share information related to a memorable event or experience (e.g., vacation, special celebration, weekend activity). Students should include information about where and when the event took place and why it was memorable. Other students then ask questions about the event or the experience.
- In pairs, students create a menu for a restaurant in the tourist area of a [Target Language]-speaking town. Before creating the menu, students should describe the location of the restaurant, type of restaurant, and theme or decor. The menu should reflect the type of restaurant and feature a wide variety of authentic foods and beverages.
- Have students role-play that they have switched identities with their parents for a day. They are to give their parents a list of chores to complete before the end of the day (e.g., make the beds, wash the dishes, take out the trash, sweep the floor).

### SUGGESTED ASSESSMENT STRATEGIES

Students are increasingly able to engage in spontaneous interactions and presentations using vocabulary and structures they have memorized. The focus of assessment continues to be whether or not students are able to understand and convey meaningful messages. Where students have had opportunities to use resources, practise, receive feedback, and make corrections, they are expected to work toward accuracy. Assessment should not, however, emphasize correctness to the extent that students are afraid to take risks that are essential to their language development.

- When students invite each other to participate in different activities, look for evidence that they:
  - communicate their ideas clearly
  - extend invitations using appropriate vocabulary
  - ask for more information if accepting an invitation (e.g., *What time? What should I bring?*)
  - respond politely and give a reason why if refusing an invitation (e.g., *I can't go because I have to study, or I can't attend because I am sick, or Let's go another day.*)
- When students discuss events in the past or share memorable events, look for evidence that they:
  - include detail to enhance their descriptions
  - convey a logical sequence or progression of events
  - use appropriate language patterns (including verb tenses)
  - draw on an increasing range of vocabulary
  - ask one another questions to clarify or obtain additional details
  - take risks with language to extend their language development
- When students are engaged in a role play, use a checklist to assess the extent to which they:
  - actively engage in the interactions
  - are able to sustain interaction, taking risks with the language to extend their language boundaries

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- retrieve, process, and adapt information from [Target Language] resources to complete meaningful tasks
- explain in detail acquired information in oral, visual, and written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**By now, students are able to use many strategies to identify key information in authentic documents. The tasks they perform frequently integrate all aspects of their language learning and should relate directly to their lives.**

- Have students view or listen to an international weather report and identify today’s weather and the forecast for tomorrow in several [Target Language] cities. Invite students to keep weather logs for a selected period of time.
- Have students read the entertainment pages from a [Target Language] newspaper, and each choose a film, concert, or theatre production to attend, noting time and location. Then ask them to exchange this information with partners and make appointments to meet at the events. Alternatively, students could read or listen to reviews of films, concerts, or other events to determine which ones to attend.
- Have students prepare restaurant situation cards (e.g., unhappy customer, reserved table given to someone else, server brings wrong meal, tourist having trouble with the menu or currency, someone in a hurry). Students form into groups of four and each group selects a card. The groups develop a skit about the situation they chose and present it to the class.
- Working in groups of three, have students create a sporting goods catalogue with a slogan for their product line. Students may use store catalogues, magazines, and Internet downloads to find images of various sports equipment, clothing, and accessories. Students exchange catalogues with another group and make a list of things they would buy, explaining why they need it and why they like it.
- Challenge students to choose interesting articles from magazines or newspapers and each note three interesting facts to present. As a follow-up, students could write letters to the editor or design fact-quizzes for classmates.

### SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to work with an increasing variety of print materials, the Internet, and other media to locate information required for tasks. Assessment considers both the processes students use—the skills, strategies, and approaches they employ to acquire information from resources—and the products or activities that demonstrate their degree of success. Self-assessment plays an important role in supporting skill development.

- Rate each aspect of role-play performances or oral presentations on a five-point scale where 5 = excellent and 1 = requirements not met. Students can assess their own performance and provide feedback to their peers using the same scale. For example, check if students:
  - include accurate and relevant information
  - communicate clearly
  - make direct reference to details provided in original source
  - use appropriate vocabulary and language structures
  - sustain interaction and support each other with questions, prompts, and body language
- Assess written assignments using criteria similar to those for oral presentations. For example, check that:
  - communication is clear
  - information is accurate and relevant
  - details and examples are included
  - language is appropriate
  - material is effectively organized and easy to follow
- For weather report assignments, look for evidence that students:
  - complete an entry for the day
  - identify what they understood of the report
  - show evidence of using appropriate language-learning strategies

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- discuss and respond to authentic creative works from [Target Language] culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, students will be able to appreciate a range of creative works and may bring examples from outside the class. Engagement in activities increases when students can make personal choices and when they are encouraged to respond creatively from a variety of options.**

- Have students read a selection of [Target Language] children's stories and then each select one of the following projects:
  - create a pattern book for young children
  - illustrate a story to clarify the meaning
  - role-play a story
  - retell a story
  - change one element of the story all the way through
  - record a story on audiotape or video
- Over the course of two or three periods, show the class a video of a [Target Language] movie. Have students complete various tasks to assist comprehension, such as mapping the story line, making predictions, and recapping in their own words important events that have occurred. Students can create posters to publicize the film, including a picture depicting the film, details of where and when it is playing, and a brief summary of the plot. Students can use the posters to conduct role plays about seeing the film.
- As a class, have students select three [Target Language] poems for discussion. After the discussion, have students select one of the poems to interpret, using a variety of forms (e.g., drawing, actions, mime, dance, computer graphics, music, record on audiotape).

**SUGGESTED ASSESSMENT STRATEGIES**

As students develop increasing facility with oral language, their methods of responding grow to include artwork, visual displays, and oral or electronic presentations. Students often work collaboratively to develop their responses.

- Occasionally have students reflect on and self-assess their responses to creative works by responding orally or in journals to prompts such as:
  - *I enjoy listening to [Target Language] materials when \_\_\_\_\_ .*
  - *A [Target Language] poem, story, or song that stands out in my mind is \_\_\_\_\_ because \_\_\_\_\_ .*
  - *My responses to [Target Language] materials are different when \_\_\_\_\_ .*
  - *A style of music, story, poetry, or film that I enjoy in both languages is \_\_\_\_\_ .*
  - *I could probably increase my enjoyment of [Target Language] songs, stories, and movies if I \_\_\_\_\_ .*
- In students' presentations (e.g., posters, poetry, illustrations, dance) look for evidence that they:
  - represent key ideas, events, or themes
  - draw attention to unique features
  - add interest by providing details, images, and elaboration

**RECOMMENDED LEARNING RESOURCES**

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify the contributions of [Target Language] people to Canada and the world
- compare and contrast their own customs to those of [Target Language] culture
- identify language, expressions, and behaviours that reflect cultural context

### SUGGESTED INSTRUCTIONAL STRATEGIES

**Students in Grade 10 are working hard to establish their own identity while at the same time wondering how they compare to others. To help them shape their own identity while respecting others, they examine the role of cultural practices and traditional language patterns.**

- Have students use the Internet or other resources to find information on well-known [Target Language] leaders, past and present. Students select a person and prepare a poster that includes pictures, biographical details, and major contribution. In small groups, students present their information orally, while the other students fill out a listening record and give feedback about the presentation based on the listening record.
- Ask students to identify [Target Language] idiomatic expressions encountered in reading, viewing, and listening activities. Encourage students to maintain ongoing lists of idioms with their contextual meanings. Students may also draw pictures to depict the meaning.
- Examine several versions of a myth, fairy tale, or other form of story as it exists in [Target Language] and other cultures. Then invite students in groups to select scenes to act out in [Target Language]. Have students identify similarities and differences in plot, theme, moral, and other elements in various versions of the story. Students could create a chart that reflects the similarities and differences between two versions.
- Show a film depicting the life of a [Target Language] family. Ask students to compare the family dynamics, traditions, and customs of the [Target Language] family to those of their own. Students could select a scene and act out an adapted version.
- Show a film or video set in a [Target Language] country or region. Ask students to identify elements other than language that suggest the film's setting. Students might consider how events and scenes would look if the story took place this year in British Columbia.

### SUGGESTED ASSESSMENT STRATEGIES

Assessment is based on activities that show a growing awareness of [Target Language] cultural practices and [Target Language] idiomatic expressions. Activities should also encourage students to reflect on and make comparisons among [Target Language] culture, Canadian cultures, their own, and the cultures of their friends.

- When students present their information using a poster format, look for evidence that they:
  - include important biographical information about the leader
  - use visuals to add interest and support the written facts
  - include relevant and creative details
  - spell key words and phrases correctly
- Review students' list of idioms and borrowed words from time to time for evidence that the information is:
  - accurate and complete
  - interpreted appropriately
  - presented clearly
- When assessing students' comparison charts, note the extent to which they:
  - are able to identify similarities and differences between [Target Language] and other cultural stories
  - show understanding of the [Target Language] story
  - show a personal connection
- When students act out an adaptation of a [Target Language] film, look for evidence that they:
  - make changes appropriate to the new endings
  - show creativity and risk-taking in their revisions
- When students share their opinions, look for evidence that they:
  - use detail to support their points of views
  - demonstrate respect for cultural diversity
  - participate actively in the discussion
  - take opportunities to express their ideas in [Target Language]

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- explain how to do everyday activities or procedures
- exchange opinions on topics of interest, giving reasons and reactions
- describe or narrate events, situations, or experiences
- use a range of vocabulary and expressions in past, present, and future
- interact in a variety of meaningful, real-life situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**As students support and encourage each other on a regular basis, they are able to interact with greater confidence in familiar situations and apply their growing range of strategies more consistently.**

- Invite students to create role plays from situation cards (could be student generated) about asking for and giving advice. Give time for preparation but not memorization. Situations might include:
  - a student studying [Target Language] for the first time seeking study tips
  - a student seeking information on how to increase personal health, energy, and fitness levels
  - a student wanting advice on what to take on a camping tripTo follow up and check for comprehension, suggest that students choose one or more of the situations presented and write what they would advise.
- Ask students to find examples of [Target Language] people whose accomplishments they admire. List the names on the board and discuss. Then have students think of accomplishments or successes in their own lives of which they feel proud. Students can share their responses orally or in written form. Encourage students to include visuals where possible.
- As a class, brainstorm a list of aptitudes, skills, and interests appropriate for the workplace. Have students work in pairs to identify one another's aptitudes and interests and imagine possible career choices, giving reasons for their choices. Students present their findings orally to the class.
- Invite students to imagine they have just returned from a cultural exchange to a [Target Language] country or region. Have them write a thank-you letter to the organization that sponsored them, including details about who they stayed with, what they did, what they learned, and what they liked most. Ask them to also say if they would or would not recommend the exchange and explain why.

### SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment increasingly involves situations or tasks designed to help students develop and demonstrate their growing language facility. Self- and peer assessment continue to be important ways of supporting students as they acquire and practise useful vocabulary, structures, and interactions.

- Assess students' oral work for evidence that:
  - information is complete
  - verb tenses support communication
  - presentation is clear, and intonation supports meaning
  - narration of events is comprehensible
  - some detail is provided
  - preparation has occurred (e.g., students speak confidently with minimal support)
- Assess students' writing for evidence that:
  - meaning is clear
  - supporting detail, reasons, or examples are included
  - a variety of vocabulary and expressions are used
  - time sequence is clear, with attempts to use transitions (*first, next, then, later*)
- As a class, determine key behaviours or criteria for students' daily oral communication in class. Criteria might include evidence that students:
  - volunteer questions and information
  - take opportunities to practise newly acquired vocabularies and structures
  - persevere in [Target Language] (e.g., repeating, rephrasing, attempting to self-correct, using gestures) when they cannot understand or be understood
  - support and encourage other students when they speak in or listen to [Target Language]
  - take risks to use unfamiliar language
  - self-monitor and attempt to correct recurring or significant errors

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- retrieve, research, and use relevant information from [Target Language] resources to complete meaningful tasks
- summarize acquired information in oral, visual, and written forms

### SUGGESTED INSTRUCTIONAL STRATEGIES

**At this level, many students are able to retrieve specific information and apply their growing language abilities to adapting information for a purpose. Both the resources and the tasks should be at the age and interest level of the students and be relevant to their lives.**

- Have students use a variety of health and fitness articles and brochures in [Target Language] as references and then choose one area of their lifestyles they would like to improve. Ask each student to create a Self-Improvement Plan and monitor progress for one month in a journal. Entries should be written daily and make direct reference to the plan each student has developed, noting steps taken or not taken. At the end of the month, students may present their plans to the class with summaries of the results. Results could also be presented in graphic or visual form.
- Suggest that students research a variety of environmental issues using resources such as brochures, articles, videos, and films. Then have them organize an environmental awareness campaign for the school, including posters, public-address announcements, leaflets, and fundraising activities.
- Ask students to research job opportunities advertised in [Target Language] newspapers (on-line or written). Students pick a job they would be interested in and explain their choice to the class. They then write a cover letter to present themselves as a candidate for the position, describing their aptitudes, skills, knowledge, and relevant experiences.

**SUGGESTED ASSESSMENT STRATEGIES**

**By Grade 11, students are familiar with a wide range of classroom, library, and other resources they can use to locate information. Assessment focuses on the extent to which students are able to draw on these resources to develop accurate and relevant information for a variety of assignments. The form and skills students use to apply and convey the information for particular purposes and audiences are increasingly important.**

- After students have worked with information from a variety of sources in [Target Language], prompt them to reflect on and assess the strategies they used by posing questions such as:
  - Overall, how successful were you at finding the information you needed?
  - What was your first approach to the material? How did that work?
  - What other strategies did you use that seemed most helpful?
  - What types of problems caused you the most difficulty? What strategies helped?
  - What did you learn about reading [Target Language] materials that might help you in future assignments?
- When students complete their cover letters, assess the extent to which they:
  - use appropriate salutations and other business letter conventions
  - relate their skills, knowledge, aptitudes, and relevant experiences to the criteria
  - include details, reasons, and examples to support key points
- When students complete written research assignments, look for evidence that:
  - information is organized, relevant, and accurate
  - the assignment includes details, reasons, and examples to support key points
  - language is appropriate and understandable
  - transitions and tenses are used effectively

**RECOMMENDED LEARNING RESOURCES**

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- compare, contrast, and respond to authentic creative works from [Target Language] culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this age, students are generally more receptive to experiencing creative works from a broader range of genres, time periods, and [Target Language] countries or regions. Students' developing language skills allow them to appreciate these creative works and their cultural contexts more fully.**

- As a class, have students listen to two songs (one contemporary and one traditional) from a [Target Language] country or region. Have students in small groups brainstorm similarities and differences between the two songs, noting tone, instruments, lyrics, and so on. Groups present their ideas and answer questions from the class.
- Show students a video or presentation on [Target Language] dances. Have students in small groups select a particular dance and research the origin and history of the dance. Groups present the information to the class in their chosen format (e.g., poster, skit, oral report) and demonstrate some of the steps.
- Present a video, slides, or other visual aids describing [Target Language] architectural design. Have students in small groups choose architectural features and re-create them visually (e.g., models, plans of cities or houses).
- Facilitate students' reading of a short story in [Target Language] by providing focus questions, background information, and vocabulary development. Once students are familiar with the story, form groups and have each group select a part of the story to dramatize. Ask groups to present and display their work for peer responses.
- Present a folk tale, legend, fairy tale, or traditional/modern story, but do not provide the ending. Challenge students to write or act out possible endings.

**SUGGESTED ASSESSMENT STRATEGIES**

**By Grade 11, students’ oral and written skills should enable them to respond to creative works in varied ways and with increasing detail. Through oral interactions, as well as short written texts, students demonstrate an increasing level of sophistication in their responses.**

- When students present group responses to contemporary and traditional music, observe and note the extent to which they:
  - express and support a consistent point of view
  - provide accurate information
  - indicate openness and willingness to consider new or different ideas and experiences
  - attempt to engage others
- To evaluate students’ presentation of [Target Language] dances, note the extent to which they:
  - have gone to some effort to find information
  - demonstrate cultural appreciation
  - are willing to learn and teach others how to do the dance
- Before students re-create aspects of [Target Language] architectural design, work with them to develop criteria they can use to guide their work. For example:
  - highlights [Target Language] influences as the central feature
  - bases designs on accurate information
  - demonstrates attention to detail
  - shows evidence of close observation by including elements not discussed in class
- When students present their dramatizations of a short story, look for evidence that:
  - presentation and choice of vocabulary convey the characters’ emotions and moods of the stories
  - presentation has been rehearsed
  - students attempt to engage the audience
- From time to time, have students review their responses to creative works by answering questions such as:
  - Which of the creative works you have viewed, listened to, or read this year or term stands out in your mind?
  - Which part of the activity was most interesting for you—reading, viewing, listening, or creating your response?

**RECOMMENDED LEARNING RESOURCES**

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify contemporary issues in [Target Language] culture
- demonstrate an understanding of similarities and differences between their own culture and that of [Target Language]
- identify and compare language, expressions, and behaviours that reflect cultural context

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**As students' understanding of the [Target Language] world deepens, they will recognize how [Target Language] and English languages and culture influence one another. Through the study of [Target Language] culture and reflection on other cultures, most students at this level are enhancing their sensitivity toward other cultures as a whole.**

- Invite a group of students to research current issues relevant to [Target Language] regions (e.g., environmental and economical issues, child poverty, labour conditions, human rights) using brochures, articles, videos, film, the Internet, or resource people as sources. Students then organize awareness campaigns for the class or school. Campaigns could be carried out using posters, public announcements, leaflets, and web sites.
- Encourage students to keep lists of idiomatic expressions they encounter in oral and reading activities. Students should:
  - categorize expressions into meaningful groups
  - match a place, context, or scenario with each expression
  - match symbols or cartoons to expressions to aid recall
  - attempt to use these expressions whenever appropriate
- Have students investigate past and present gender roles in the [Target Language] world. Information could be collected from sources such as videos, magazines, the Internet, stories, songs, and guest speakers. Have students identify traditional values in areas relating to dating customs, the work force, marriage, and relationships. As a class, discuss the extent to which these values have changed and what might happen in the future. Students could create and label a series of illustrations, symbols, or computer-generated graphics to reflect their conclusions and predictions.

**SUGGESTED ASSESSMENT STRATEGIES**

Assessment focuses on students' ability to look at familiar customs from different points of view, whether in the family, school, or community. At this level, the complexity of students' ideas will far exceed their ability to express them in [Target Language]. To elicit and reveal higher-level thinking, provide opportunities for students to communicate using symbols, graphics, or diagrams, as well as language.

- For projects such as awareness campaigns, look for evidence that:
    - information is accurate and relevant
    - includes appropriate details designed to engage the audience
    - presentation is informative, clear, and easy to follow
    - vocabulary, expressions, and structure are appropriate and used effectively
    - student has taken risks to include complex information or unfamiliar language
    - presentation demonstrates a sensitivity to cultural issues
  - When assessing students' lists of idiomatic expressions, note the extent to which students are able to identify and use them appropriately.
  - When students investigate changes in gender roles, look for evidence that they are able to:
    - pose thoughtful questions about culture and lifestyle
    - seek out valid and credible information, rather than stereotyping
    - go beyond surface features to deal with subtle and complex aspects
- Also look for evidence that they are:
- aware of key elements of their culture and behaviours
  - sensitive to more subtle or complex elements or patterns in their culture and behaviours
  - supportive of their classmates' work
  - interested in the symbols and meanings other students have perceived

**RECOMMENDED LEARNING RESOURCES**

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- express short- and long-term plans, goals, and intentions
- exchange ideas, thoughts, and points of view, giving reasons and reactions
- describe, narrate, and analyse events, situations, or experiences
- use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future
- interact spontaneously in a variety of meaningful, real-life situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**In Grade 12, students are expected to use their [Target Language] communication skills and strategies to cope in common situations, as well as in unexpected ones such as losing a passport or helping someone. Students should challenge themselves to speak only [Target Language] in class and seek out opportunities to hear and use [Target Language] outside the classroom.**

- As a class, discuss the pros and cons of vegetarian eating habits. Divide students into debating teams and have each team prepare arguments for and against. Hold a class debate, setting it up so each team has a chance to argue at least one side. Information gathered may also be used to create or compile articles or displays.
- Have students discuss future plans after graduating (e.g., work, travel, further education). Encourage students to give convincing reasons for their choices.
- Ask students to set up budgets for the first year after Grade 12. Then have them form groups and discuss how they allocated money for expenses such as tuition, rent, groceries, furnishings, and transportation.
- Divide the class into groups of three. Ask two students in each group to interview the third as a candidate for the ideal housemate. Before the interviews, have groups prepare lists of possible questions. Encourage students to ask additional questions while conducting the interviews.
- Ask students to brainstorm situations outside of school in which they can use [Target Language] (e.g., conversing with salesclerks, ordering meals, phoning or writing for information, using the Internet). Work with students to develop criteria for assessing their degree of success. Then assign partners to work together to apply their [Target Language] skills in out-of-school tasks. Have each pair submit an outline of the task and an assessment of their success.

### SUGGESTED ASSESSMENT STRATEGIES

**In Grade 12, students are expected to engage in increasingly complex and spontaneous oral interactions in which they demonstrate their facility with [Target Language] and the strategies they have developed to sustain and extend communication. Communication and risk-taking continue to be more important in most situations than accuracy and precision. However, in situations where students have practised and prepared oral or written presentations, assessment should consider errors that detract from the effectiveness or impact of the message. Peer assessment can be an important part of the oral practice that students need to support their development.**

- When students examine issues such as eating habits, look for evidence of the extent to which they:
  - take positions and make their views clear
  - give relevant reasons and examples to support their arguments
  - listen actively and attempt to respond to or build on others' ideas
  - participate in the discussion using [Target Language] with some degree of spontaneity and engagement
- In assessing students' written work, such as questionnaires, look for evidence that students:
  - present and sequence their ideas logically
  - provide relevant details, reasons, and examples to justify their views
  - use a range of vocabulary related to the topic
  - integrate previously learned patterns and structures appropriately
  - use idiomatic expressions to enhance their communication
  - follow appropriate format conventions
- Collaboratively develop criteria to assess students' interaction in out-of-school situations. Criteria should include the extent to which students:
  - present clear, complete, and appropriate messages
  - interact with growing spontaneity
  - sustain interaction with an easy flow of language
  - use vocabulary and idioms effectively
  - avoid serious errors in tense and structure that obscure meaning

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- retrieve, research, and analyse information from [Target Language] resources to complete meaningful tasks
- synthesize acquired information in oral, visual, and written forms

### SUGGESTED INSTRUCTIONAL STRATEGIES

**Students will engage in meaningful tasks that require specific information. They should be able to locate information with confidence, skim for relevant facts, and know how to use dictionaries and other resources appropriately.**

- Invite students to examine a variety of [Target Language] resources (e.g., brochures, articles, the Internet) to find information about career opportunities for a Career Fair. Ask each student to choose and investigate a profession or trade and prepare a written report, an oral presentation, and a display for the fair. Guest speakers who are fluent in [Target Language] could also be invited to the class. As students visit the career displays and hear the oral presentations, they record information about careers that interest them and why. For example, they might complete summaries in [Target Language] with the headings: Job Description, Required Education, Employment Opportunities, and Salary.
- Suggest that students review programs of study from various post-secondary institutions that offer courses in [Target Language] or [Target Language] culture. On the basis of the information provided, students decide which institution they would like to attend, fill out the application form, prepare a résumé, and compose a cover letter stating reasons for wanting to enroll at that institution.
- Invite students to use a variety of sources (e.g., books, magazines, brochures, a CD-ROM encyclopedia, the Internet) to research travel in a [Target Language] country or region. Ask students to each collect and present 10 helpful hints for travelling in that area. As an extension, the class could compile a master list of tips for travel in [Target Language] countries or regions.
- Prompt students to reflect on and assess the skills and strategies they use for acquiring and using information by having them compile personal records of:
  - strategies they find effective
  - tasks they are comfortable with
  - skills and strategies they want to improveHave them occasionally review and update their records with partners.

### SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to use a wide range of resources to acquire the information they need for oral and written activities. While some of these resources are available in the classroom, students are also expected to locate and use [Target Language] resources in their community and elsewhere (e.g., via the Internet or correspondence).

- When students participate in the Career Fair, presentations should include relevant, accurate, clear, and well-organized information about:
  - why they have chosen these careers to investigate
  - the requirements and qualifications needed for the jobs
  - the nature of the jobs, including salaries and working conditions
 Consider collecting the career summaries and assessing them for accuracy and relevance of information.
- When students make presentations on travel destinations, look for evidence of:
  - relevant reasons, based on accurate understanding of information presented
  - effective use of details and examples to support choices
  - appropriate language structures
- Assess students' application forms, résumés, and covering letters for:
  - completeness—all appropriate detail is included
  - clarity—information is clear and easy to follow
  - persuasiveness—relevant details and examples effectively support the applications
  - presentation—language and structures are accurate and show a relatively high degree of sophistication and complexity

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- analyse and respond to authentic creative works from [Target Language] culture

### SUGGESTED INSTRUCTIONAL STRATEGIES

**Students bring together all aspects of their language learning here, creating their group or individual responses in simple or multimedia formats. Though communication continues to be central, experience of creative works and student responses should be motivated by enjoyment and pleasure.**

- Have students perform an extract from a play, speech, storytelling, or other oral presentation in [Target Language], then each compose a press release, publicity material, or a review for it.
- After viewing a video of a movie in [Target Language], ask students, working in small groups, to mind-map the setting, characters, and plot. Students then fill in a personal response sheet requesting the following information:
  - questions they'd like to ask the characters
  - a personal link to the work
  - what they would change if they had been the director
- Display several paintings or other art forms from the [Target Language] world. Encourage students to identify feelings the artworks evoke, giving reasons for their responses.
- Invite each student to read a poem or short story in [Target Language] and adapt its main ideas to the student's own circumstances or those of a fictitious character. The adaptation might be expressed through dramatization, sketching, painting, or video, as well as in written form.
- Have students work in pairs to find a contemporary creative work that interests them (e.g., TV or radio program, movie, music, dance). Each pair submits a performance-assessment assignment on the creative work.
- Invite [Target Language] artists to teach basic techniques in [Target Language] art forms (e.g., carving, painting, sculpture, film, music). Select a student to greet the artist and introduce the person to the class. Students use their [Target Language] communication skills to ask questions. Students then create their own works, modelled after the [Target Language] examples.

### SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing facility with oral and written language, they are able to experience and respond to both contemporary and traditional works in varied ways and with increasing detail and independence. Students are best able to reflect on their responses when they have opportunities to make choices about what they view, listen to, and read, and when they are able to choose both the content and form of their responses.

- When students re-create plays, stories, or poems, look for evidence that they are able to:
  - interpret the ideas, feelings, and themes of the original work
  - create appropriate dialogue
  - incorporate detail to engage the audience
  - show evidence of practice and rehearsal as demonstrated by fluency of their presentations
- When assessing students' personal response sheets to a movie, note the extent to which they:
  - show understanding of the movie (e.g., plot, characterization, theme)
  - show ability to make a personal connection
- As students discuss and respond to creative works from [Target Language] regions, watch for evidence that they are increasing in:
  - sensitivity to arts and literature
  - knowledge of artistic and literary traditions and genres
  - interest in contemporary arts (e.g., music, movies)
  - willingness to risk offering opinions and views
  - participation in and commitment to class or group activities
  - openness to a variety of views and interpretations
- When students complete a performance-assessment assignment, consider how they:
  - represent the main ideas or message in a format of their choice
  - represent and support their views and responses to the work
- Before students create their own works modelled after the [Target Language] examples, work with them to develop criteria they can use to guide their work. For example:
  - highlights [Target Language] influences as the central feature
  - uses traditional symbols and design features
  - creates something new, rather than replicating another work

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- analyse and discuss contemporary issues in [Target Language] culture
- analyse and discuss how culture affects behaviour and attitude
- use language, expressions, and behaviours to reflect cultural context

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students need opportunities in the classroom to examine [Target Language] culture in light of all their cultural experiences. By now they will be able to show some cultural awareness when communicating in [Target Language].**

- Host a [Target Language] Fair at school and invite community members. Activities might include:
  - students indicating [Target Language] countries or regions on a world map
  - PA announcements in [Target Language]
  - cafeteria serving a variety of [Target Language] foods
  - school radio playing a variety of [Target Language] music
  - hallway television monitors displaying visuals of [Target Language] countries or regions
  - inviting [Target Language] community members to give demonstrations or talk about [Target Language] topics
  - displaying posters and flags around the school of [Target Language] countries or regions
- Have students each interview 10 of their friends about people they admire, past and present. Form groups and have each group choose four of these people to examine further regarding their attributes, fields of endeavour, contributions to society, and image. Interview questions might include:
  - Have you ever belonged to a fan club?
  - Who do you regard as a hero? Have your ideas about heroes changed over time?
  - What are some of the qualities you admire in a hero? Why?After a class discussion about heroes and role models, invite each student to identify and write to a personal role model. (Letters may or may not be mailed.)
- Invite students to improvise social situations (e.g., greetings, family dinners, tourist behaviour, shopping). Students could draw situation cards and role-play culturally appropriate behaviour in [Target Language] countries or regions.
- Suggest that students in groups design a brochure to encourage students in lower grades to take [Target Language] and learn more about [Target Language] culture.

### SUGGESTED ASSESSMENT STRATEGIES

**In Grade 12, the outcomes for cultural understanding emphasize awareness and sensitivity. Students reveal their cultural understanding through daily activities and interactions, as well as in the assignments they complete. Assessment should focus on students' cultural awareness rather than on their language facility.**

- Provide or negotiate criteria for assessing students' [Target Language] Fair. Criteria might assess whether they:
  - clearly identify key aspects of [Target Language] culture and its customs
  - offer practical guidelines for interacting with the community
  - show respect and support for diversity
  - emphasize the mutual benefits of being familiar with other cultures
  - communicate clear, understandable messages
  - use appropriate language
- When assessing students' letters to their hero or role model, look for:
  - clear, understandable information
  - examples of [Target Language] influence on members of the wider community
  - use of appropriate vocabulary and structures
- When students role-play various social situations, look for evidence that:
  - the interaction takes place in [Target Language]
  - students convey appropriate, relevant information
  - students use a variety of strategies to negotiate meaning and sustain the interaction (e.g., rephrasing, questioning, repeating key words and phrases)
- When students make brochures encouraging students in lower grades to learn [Target Language], look for evidence that they:
  - present the information in an easy-to-understand and eye-catching manner
  - describe benefits of learning [Target Language] and about [Target Language] culture
  - use accurate, appropriate, and complex information
  - incorporate necessary vocabulary, language structures, and expressions
  - display information in a logical way that enhances meaning

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



Introductory Grade 11 is designed for students who may not have taken [Target Language] 5 to 10. Successful completion of this course should provide students with a level of competence that will allow them to successfully participate in [Target Language] 11 and 12 courses. Introductory Grade 11 is a four-credit Grade 11 course. However, to alleviate scheduling pressure on students during their final two years, it can be offered at the Grade 10 level.

This course incorporates material from the Prescribed Learning Outcomes, Suggested Instructional Strategies, Suggested Assessment Strategies, and Learning Resources identified for grades 5 to 10. Introductory Grade 11 is designed to provide students with an equivalent preparation for [Target Language] 11 and 12 courses.

A major aim, therefore, is to balance expectations regarding the emergent language skills of students who are new to the study of [Target Language] with a consideration of their ages, life experiences, and prior knowledge.

In addition to the activities suggested in this section of the Integrated Resource Package, teachers may adapt instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask for information, permission, and clarification and respond accordingly
- recognize and use greetings, expressions of politeness, and formal and informal forms of address
- seek information and make suggestions about everyday activities
- communicate likes, dislikes, desires, and emotions, giving simple reasons
- describe and exchange information about activities, people, places, and things
- communicate in past, present, and future
- participate in a variety of meaningful, real-life situations
- derive meaning in new language situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**It is important to develop language-learning opportunities that incorporate students' personal interests and reflect meaningful situations. As students progress and gain confidence in their [Target Language] skills, they are expected to apply a growing range of language-learning strategies. Encourage students to begin to take risks with the language.**

- Have students in pairs role-play telephone conversations in which they plan weekend activities. Each pair should find an activity both students would enjoy. The plan could include where they will go, who will go with them, when they will leave, and what they will take along.
- Provide frequent opportunities for students to set and monitor personal goals. For example, at the beginning of each week or class students might write down two goals or intentions such as:
  - the amount of [Target Language] they will use in the class
  - new vocabulary or structures they will use
- Students receive a card that describes either a specific situation or a specific emotion. Students then circulate to find a person with whom they can make a complete sentence (e.g., *When I have an exam...I am anxious.*) Students use this sentence to form the basis for a role play in which they communicate how they feel in a particular situation. As a follow-up activity, students create two original situations and ask others to respond by describing how they feel in such situations.
- Ask students to prepare gift-shopping lists for their families and friends. Have them work in pairs to role-play scenes in which they ask a shopkeeper where they can find the various items listed and how much they cost. As a variation, students could describe the interests and preferences of their family members and friends, and the shopkeeper could make suitable gift suggestions.

### SUGGESTED ASSESSMENT STRATEGIES

Assessment should emphasize risk-taking and participation rather than correctness. To develop effective [Target Language] language skills, students need to focus on communicating an increasing range of information, beginning with their interests, experiences, and information needs.

- When students exchange information in interviews or role plays, look for evidence that they are able to:
  - make themselves understood
  - use appropriate pronunciation and intonation
  - complete activities using only [Target Language]
  - use strategies such as non-verbal communication or visual props to support their communication
  - recognize and respond to familiar words and patterns
  - use patterns and frames they have learned with less and less support
  - speak with increasing comfort and confidence
- When giving students opportunities to set and monitor personal goals, have them consider such criteria as the following to assist them in the process:
  - I ask and answer questions.
  - I try to use as much [Target Language] as possible.
  - I use gestures or rephrase when others don't understand me.
  - I support others when they speak [Target Language].
- When students participate in real or simulated activities (e.g., shopping), note the extent to which they are able to:
  - provide clear messages
  - use appropriate patterns for giving directions and prices
  - use intonation, miming, gestures, and body language to support communication
  - use approximate [Target Language] pronunciation and intonation
  - adjust and clarify when miscommunication occurs

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract, retrieve, and process information from [Target Language] resources to complete meaningful tasks
- explain acquired information in oral, visual, and simple written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students are encouraged to use as many language-learning strategies as they can to extract key information from authentic [Target Language] documents and other materials in order to complete tasks. As students progress, they can begin to process acquired information and express it in various age-appropriate formats.**

- Divide the class into groups and give each group a different section of the same magazine article. Have each group analyse and paraphrase its section. Then ask students to form new groups to share the main ideas of all sections and arrange them in logical sequences. Have these groups represent their collaborative understanding of the article in a series of cartoon panels or illustrations.
- After students have examined the entertainment section of a [Target Language] newspaper, suggest that each student plan an outing with a friend, using details given in advertisements such as times, locations, and possibly reviews. Ask students to exchange this information with partners.
- Play an audiotape (e.g., song, dramatic reading, speech) or video and ask students to:
  - list key words related to a topic
  - identify words or expressions related to a central mood or theme
- Have students work in groups to conduct opinion polls, using simple [Target Language] terms to determine the range of preferences in the class regarding everyday activities (e.g., sports, music, humour, clothing, restaurants, food). Post the results or have students record them on charts or graphs.
- Invite students to choose articles written in [Target Language] from magazines, newspapers, or the Internet. Have them each generate four questions based on key information. Then ask students to exchange their articles and questions with partners, who will read or view the material and answer the questions. It is recommended that teachers pre-select various articles for students to select.

**SUGGESTED ASSESSMENT STRATEGIES**

**Students in Introductory [Target Language] 11 require extensive practice and feedback in order to develop basic skills in information acquisition. Integrated communicative tasks, in which they both acquire and communicate information, can involve a wide variety of materials and supports. Cooperative activities are often appropriate.**

- When students work in groups to read and then paraphrase an article in a series of cartoon panels or illustrations, look for evidence that they are able to:
  - identify main events
  - include accurate supporting detail
  - create logical sequences
- When students use information from the entertainment section of a newspaper, look for evidence that they can:
  - find the required information
  - use the vocabulary and structures they need to arrange meeting times and places

Students could present their plans to the class, providing opportunities for peer feedback.
- When students report on or represent information, note the extent to which they:
  - identify and recount ideas or impressions
  - include relevant and accurate detail
  - reproduce [Target Language] words and structures in understandable form
  - organize and sequence information appropriately
- As students work with a greater variety of [Target Language] information sources, look for evidence that they are increasingly able to:
  - ask appropriate questions to find the information or details they need
  - focus on key words, phrases, and ideas
  - make logical inferences based on the language they recognize
  - persevere in making meaning out of language that seems very difficult at first
  - replicate some of the patterns they encounter
  - self-monitor, checking on their understanding and making adjustments as needed

The teacher may wish to develop a self-assessment checklist that students can use to record their growth in these areas.

**RECOMMENDED LEARNING RESOURCES**

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- reflect on, discuss, and respond to authentic creative works from [Target Language] culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this age, students will be able to experience a range of creative works and may bring in examples from outside the class. Engagement in activities increases when students are encouraged to respond creatively, choosing from a variety of options (e.g., poster, diagram, video, electronic response).**

- Play a [Target Language] song and suggest students write lyrics for additional stanzas, create artwork for a CD cover to promote the song or the artist, or create music videos.
- Have students research examples of [Target Language] visual art, for example, paintings, carvings, or sculpture. Invite them to choose an art form to recreate and explain what it represents or symbolizes.
- Ask students to examine magazine displays of [Target Language] fashions and create collages with captions depicting ways that people in [Target Language] countries or regions dress for various activities. Invite students to present a fashion show accompanied by a simple commentary.
- Have each student read a selection of [Target Language] children's stories and then complete one or more of the following assignments:
  - illustrate the story to clarify its meaning
  - role-play the story
  - retell the story
  - change one element of the story throughout to modernize or update it
  - record the story on audio- or videotape to present to the class
- Present a video or pictures of architecture from the [Target Language] world. Invite students to note or comment on what they find appealing. For a classroom display, have students choose particular aspects of styles that interest them. Ask them to label their work, noting architectural time period, geographical location, and other relevant information.
- Form groups and ask each group to choose a [Target Language] poem and appropriate music. After students have practised reading their poems, invite them to hold a class poetry reading with accompanying background music. As an extension, students could discuss their choice of music to reflect particular poems.

### SUGGESTED ASSESSMENT STRATEGIES

Students in Introductory [Target Language] 11 should experience a much wider range of creative works, particularly literary genres, than they are able to read or understand independently. Assessment should focus on students' increasing abilities to share and elaborate on their views and responses. The teacher can also assess students' increasing appreciation of the unique features of and connections between [Target Language] creative works and those of other cultures.

- When students respond to [Target Language] songs, have them work in groups to develop three or four criteria to use for self- and peer assessment. For example, they might focus on:
  - openness to new or different ideas
  - the incorporation of interesting features
  - attention to detail from the original work
  - the communication of a clear point of view
- Before students re-create an art form, work with them to develop criteria such as:
  - includes required information
  - presents glyphs (symbols) for important events
  - writes dates in the appropriate number system
  - shows attention to detail of the samples
- When students present creative works, such as collages, fashion shows, or displays of architectural styles, look for evidence that they:
  - are willing to go to some effort to consider works or experiences not presented in class
  - make connections with other experiences and preferences
  - offer reasons and examples to support their ideas
  - are responsive to works of other students
- Before students prepare representations of children's stories or poems, work with them to develop criteria such as the following, which can be used for self-, peer, and teacher assessment:
  - conveys theme and mood of the original
  - draws on original characters and events
  - uses detail to develop interest and engagement
  - incorporates elements of the style of the original
  - attempts to use language to create a specific effect or mood
  - conveys a clear view or perspective on the original

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify the contributions of [Target Language] people to the world
- identify and compare their own customs to those of [Target Language] culture
- describe ways in which [Target Language] has influenced other languages

### SUGGESTED INSTRUCTIONAL STRATEGIES

**At this level, students are encouraged to participate in a variety of cultural experiences, with a focus on [Target Language] culture. As their language abilities grow, students should be given frequent opportunities to interact in [Target Language] in order to practise using appropriate communication conventions.**

- Encourage students to develop an understanding of their cultural backgrounds, including special foods, celebrations, and artifacts. Invite them to organize displays to introduce their cultures to the class. Displays could include samples of food or clothing, demonstrations, personal objects, photos, or brief descriptions of special traditions or important aspects of geography and history. These displays can serve as a foundation for activities dealing with [Target Language] culture.
- Create a [Target Language] Hall of Fame. Students research and nominate candidates from [Target Language] countries or regions in the fields of Fine Arts and Literature, Politics, Sports, Science, and Music. Students must present reasons why their candidate should be included in the Hall of Fame. Students then organize a voting system and hold a vote. They might also enjoy creating an induction ceremony into the [Target Language] Hall of Fame.
- Have students brainstorm a list of [Target Language] words or phrases commonly used in English and English words or phrases commonly used in [Target Language]. These may be encountered in the authentic materials read or heard in [Target Language] class, or outside of class, such as in sports broadcasts. Encourage students to maintain ongoing lists of words or phrases. As a follow-up activity, students compose paragraphs or humorous anecdotes using as many words from their lists as possible.

### SUGGESTED ASSESSMENT STRATEGIES

In students' first year of [Target Language], assessment of their understanding of culture will frequently involve visual representations or the use of English. Assessment activities should encourage students to reflect on their own customs as well as demonstrate an understanding of [Target Language] culture. Assignments should encourage them to explore ways of locating up-to-date information.

- When students participate in activities and discussions dealing with cultural issues, note the extent to which they:
  - show an interest in cultures other than their own
  - share information about their cultures and customs
  - express awareness of and respect for other ethnic and cultural groups in the community
  - recognize [Target Language] words, names, and derivatives (e.g., place names, sports, entertainment figures)
- When students investigate and report on historic or well-known [Target Language] people, discuss assessment criteria before they begin their projects. Encourage students to use [Target Language] as much as possible in their research and reporting, but recognize that most students will need to use English for part of their work. Assessment criteria might include:
  - uses a range of resources effectively
  - includes relevant details and examples to add interest and illustrate key points
  - shows an awareness of the diversity of [Target Language] peoples
  - offers some insights and thoughtful speculation
- When students create lists of words or phrases shared by [Target Language] and English, look for evidence that students:
  - are able to recognize and comprehend the meaning of the words in their new context
  - are interested in relationships between the two languages
  - make an effort to use the words appropriately

### RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/Elders*



# APPENDIX A

---

*Prescribed Learning Outcomes*

## APPENDIX A: PRESCRIBED LEARNING OUTCOMES

### COMMUNICATING

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• <b>ask</b> and <b>respond</b> to simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>make</b> and <b>respond</b> to simple requests</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask</b> for and <b>give</b> simple information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask</b> for and <b>give</b> information, permission, and clarification</li> </ul>
<ul style="list-style-type: none"> <li>• <b>present</b> information about themselves</li> </ul>	<ul style="list-style-type: none"> <li>• <b>present</b> information about themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>exchange</b> information about themselves</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>recognize</b> and <b>use</b> simple greetings and expressions of politeness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> greetings and expressions of politeness</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>identify</b> formal and informal forms of address</li> </ul>	<ul style="list-style-type: none"> <li>• <b>recognize</b> and <b>use</b> formal and informal forms of address</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>communicate</b> likes, dislikes, needs, and wants</li> </ul>	<ul style="list-style-type: none"> <li>• <b>express</b> preferences and interests</li> </ul>	<ul style="list-style-type: none"> <li>• <b>share</b> information about activities and interests</li> </ul>	<ul style="list-style-type: none"> <li>• <b>seek</b> information about activities and interests</li> </ul>
<ul style="list-style-type: none"> <li>• <b>respond</b> to classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>participate</b> in known and predictable classroom situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>participate</b> in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>participate</b> in familiar activities (real or simulated)</li> </ul>
			<ul style="list-style-type: none"> <li>• <b>recognize</b> events as past, present, or future</li> </ul>
		<ul style="list-style-type: none"> <li>• <b>begin to derive</b> meaning in new language situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>derive</b> meaning in new language situations</li> </ul>



## APPENDIX A: PRESCRIBED LEARNING OUTCOMES

### COMMUNICATING

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• <b>ask</b> for and <b>give</b> assistance and detailed information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>make</b> suggestions about everyday activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>explain</b> how to do everyday activities or procedures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>express</b> short- and long-term plans, goals, and intentions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>share</b> opinions and preferences, giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>communicate</b> needs, desires, and emotions, giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>exchange</b> opinions on topics of interest, giving reasons and reactions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>exchange</b> ideas, thoughts, and points of view, giving reasons and reactions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>describe</b> and <b>exchange</b> information about activities, people, places, and things</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe</b> events and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe</b> or <b>narrate</b> events, situations, or experiences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe, narrate,</b> and <b>analyse</b> events, situations, or experiences</li> </ul>
<ul style="list-style-type: none"> <li>• <b>communicate</b> in present and future</li> </ul>	<ul style="list-style-type: none"> <li>• <b>communicate</b> in past, present, and future</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> a range of vocabulary and expressions in past, present, and future</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> a wide range of vocabulary, complexity of expression, and idiom in past, present, and future</li> </ul>
<ul style="list-style-type: none"> <li>• <b>participate</b> in selected, meaningful, real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>participate</b> in a variety of meaningful, real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>interact</b> in a variety of meaningful, real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>interact</b> spontaneously in a variety of meaningful, real-life situations</li> </ul>

**ACQUIRING INFORMATION**

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• <b>identify</b> selected information from [Target Language] resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>extract</b> selected information from [Target Language] resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>extract</b> and <b>retrieve</b> selected information from [Target Language] resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>extract, retrieve, and process</b> selected information from [Target Language] resources to complete meaningful tasks</li> </ul>
<ul style="list-style-type: none"> <li>• <b>express</b> acquired information in oral and visual forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>express</b> acquired information in oral and visual forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>express</b> acquired information in oral, visual, and simple written forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>express</b> acquired information in oral, visual, and written forms</li> </ul>

## APPENDIX A: PRESCRIBED LEARNING OUTCOMES

### ACQUIRING INFORMATION

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• <b>extract, retrieve, and process</b> information from [Target Language] resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>retrieve, process, and adapt</b> information from [Target Language] resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>retrieve, research, and use</b> relevant information from [Target Language] resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>retrieve, research, and analyse</b> information from [Target Language] resources to complete meaningful tasks</li> </ul>
<ul style="list-style-type: none"> <li>• <b>explain</b> acquired information in oral, visual, and written forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>explain</b> in detail acquired information in oral, visual, and written forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>summarize</b> acquired information in oral, visual, and written forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>synthesize</b> acquired information in oral, visual, and written forms</li> </ul>

**EXPERIENCING CREATIVE WORKS**

It is expected that students will:

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<ul style="list-style-type: none"> <li>• <b>respond</b> to creative works from [Target Language] culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>respond</b> to creative works from [Target Language] culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>respond</b> to creative works from [Target Language] culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>respond</b> to authentic creative works from [Target Language] culture</li> </ul>

**EXPERIENCING CREATIVE WORKS**

It is expected that students will:

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<ul style="list-style-type: none"> <li>• <b>reflect</b> on and <b>respond</b> to authentic creative works from [Target Language] culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>discuss</b> and <b>respond</b> to authentic creative works from [Target Language] culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>compare, contrast,</b> and <b>respond</b> to authentic creative works from [Target Language] culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>analyse</b> and <b>respond</b> to authentic creative works from [Target Language] culture</li> </ul>

**UNDERSTANDING CULTURAL INFLUENCES**

It is expected that students will:

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<ul style="list-style-type: none"> <li>• <b>identify</b> elements of their own and classmates' cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> selected characteristics of [Target Language] culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify and share</b> family customs and routines</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify and share</b> school and community traditions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>demonstrate</b> an awareness of [Target Language] culture in British Columbia</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> elements of [Target Language] culture that are similar to or different from their own</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> elements of [Target Language] culture present in British Columbia and Canada</li> </ul>	<ul style="list-style-type: none"> <li>• <b>discuss</b> the activities and interests of young people in [Target Language] culture</li> </ul>

**UNDERSTANDING CULTURAL INFLUENCES**

It is expected that students will:

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<ul style="list-style-type: none"> <li>• <b>demonstrate</b> an awareness of contemporary and traditional customs of [Target Language] culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> the contributions of [Target Language] people to Canada and the world</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> contemporary issues in [Target Language] culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>analyse and discuss</b> contemporary issues in [Target Language] culture</li> </ul>
<ul style="list-style-type: none"> <li>• <b>identify and describe</b> similarities and differences between their own customs and [Target Language] customs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>compare and contrast</b> their own customs to those of [Target Language] culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>demonstrate</b> an understanding of similarities and differences between their own culture and that of [Target Language]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>analyse and discuss</b> how culture affects behaviour and attitude</li> </ul>
<ul style="list-style-type: none"> <li>• <b>describe</b> ways in which English and [Target Language] have influenced each other</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> language, expressions, and behaviours that reflect cultural context</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify and compare</b> language, expressions, and behaviours that reflect cultural context</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> language, expressions, and behaviours to reflect cultural context</li> </ul>

<b>Introductory 11</b>	
<b>COMMUNICATING</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• ask for information, permission, and clarification and respond accordingly</li> <li>• recognize and use greetings, expressions of politeness, and formal and informal forms of address</li> <li>• seek information and make suggestions about everyday activities</li> <li>• communicate likes, dislikes, desires, and emotions, giving simple reasons</li> <li>• describe and exchange information about activities, people, places, and things</li> <li>• communicate in past, present, and future</li> <li>• participate in a variety of meaningful, real-life situations</li> <li>• derive meaning in new language situations</li> </ul>
<b>ACQUIRING INFORMATION</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• extract, retrieve, and process information from [Target Language] resources to complete meaningful tasks</li> <li>• explain acquired information in oral, visual, and simple written forms</li> </ul>
<b>EXPERIENCING CREATIVE WORKS</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• reflect on, discuss, and respond to authentic creative works from [Target Language] culture</li> </ul>
<b>UNDERSTANDING CULTURAL INFLUENCES</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• identify the contributions of [Target Language] people to the world</li> <li>• identify and compare their own customs to those of [Target Language] culture</li> <li>• describe ways in which [Target Language] has influenced other languages</li> </ul>





# APPENDIX B

---

*Learning Resources*



**WHAT IS APPENDIX B?**

Appendix B consists of general information on learning resources and selecting learning resources for the classroom, followed by alphabetical annotated lists of locally selected learning resources.

**SELECTING LEARNING RESOURCES FOR THE CLASSROOM**

Selecting a learning resource means choosing locally appropriate materials, **suitable for the age and interest level of the students**. The process of selection involves many of the same considerations as the process of evaluation, though not to the same level of detail. The Ministry of Education has developed guidelines to assist with the evaluation and selection of learning resources in the form of a document entitled *Evaluating, Selecting, and Managing Learning Resources: A Guide* (Revised 2002) with accompanying CD-ROM tutorial and evaluation instruments. This document is available from Office Products Centre (1-800-282-7955). Content, instructional design, technical design, and social considerations may be included in the decision-making process, along with a number of other criteria.

The selection of learning resources should be an ongoing process to ensure a constant flow of new materials into the classroom. It is most effective as an exercise in group decision making, coordinated at the school and district levels. To function efficiently and realize the maximum benefit from finite resources, the process should operate in conjunction with an overall district and school learning resource implementation plan. Resources must be evaluated through a local, board-approved process.

**CRITERIA FOR SELECTION**

There are a number of factors to review when selecting learning resources:

***Content***

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

***Instructional Design***

When selecting learning resources, teachers must keep in mind the underlying philosophy of the curriculum document. The Languages Template is based on the communicative-experiential approach, which emphasizes the purposeful use of language to perform real-life tasks, share ideas, and acquire information. Therefore, selected resources must support the strong oral/aural underpinning of the curriculum. In addition, teachers must consider the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources should support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students.

The instructional design of a resource includes the organization and presentation techniques, the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all these

components should be considered for the intended audience. Teachers should also consider their own teaching styles and select resources that will complement them.

### ***Technical Design***

While the instructional design of a package will determine the conceptual organization, it is the technical design that brings that structure into reality. Good technical design enhances student access and understanding. Poor technical quality creates barriers to learning. Teachers should consider the quality of photographs, the illustrations, font size and page layout, and durability. In the case of video, audible and age appropriate narration and variation in presentation style should be considered. When selecting digital resources, interactivity, feedback, constructive engagement, usability, and functionality are important.

### ***Social Considerations***

Teachers must consider the appropriateness of any resource from the perspective of the local community. An examination of a resource for social considerations helps to identify potentially controversial or offensive elements which may exist in the content or presentation. Such a review also highlights where resources might support pro-social attitudes and promote diversity and human rights issues.

The intent of any Social Considerations screening process, be it at the local or provincial level, is not to remove controversy, but to ensure that controversial views and opinions are presented in a contextual framework.

### ***Media***

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal “unseen worlds” to students. Software may be particularly useful when students are expected to develop critical-thinking skills through manipulation of a simulation, or where safety or repetition are factors. Print or CD-ROM resources can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their students, some of whom learn better from the use of one medium than another.

### ***Use of Information Technology***

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

### ***Funding***

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning, to co-ordinate individual goals and local priorities.

***Existing Materials***

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through use of district and school tracking systems. Such systems usually involve a computer database program (and possibly bar-coding) to help keep track of a multitude of titles. If such a system is put on-line, then teachers can check the availability of a particular resource via computer.

**A MODEL SELECTION PROCESS**

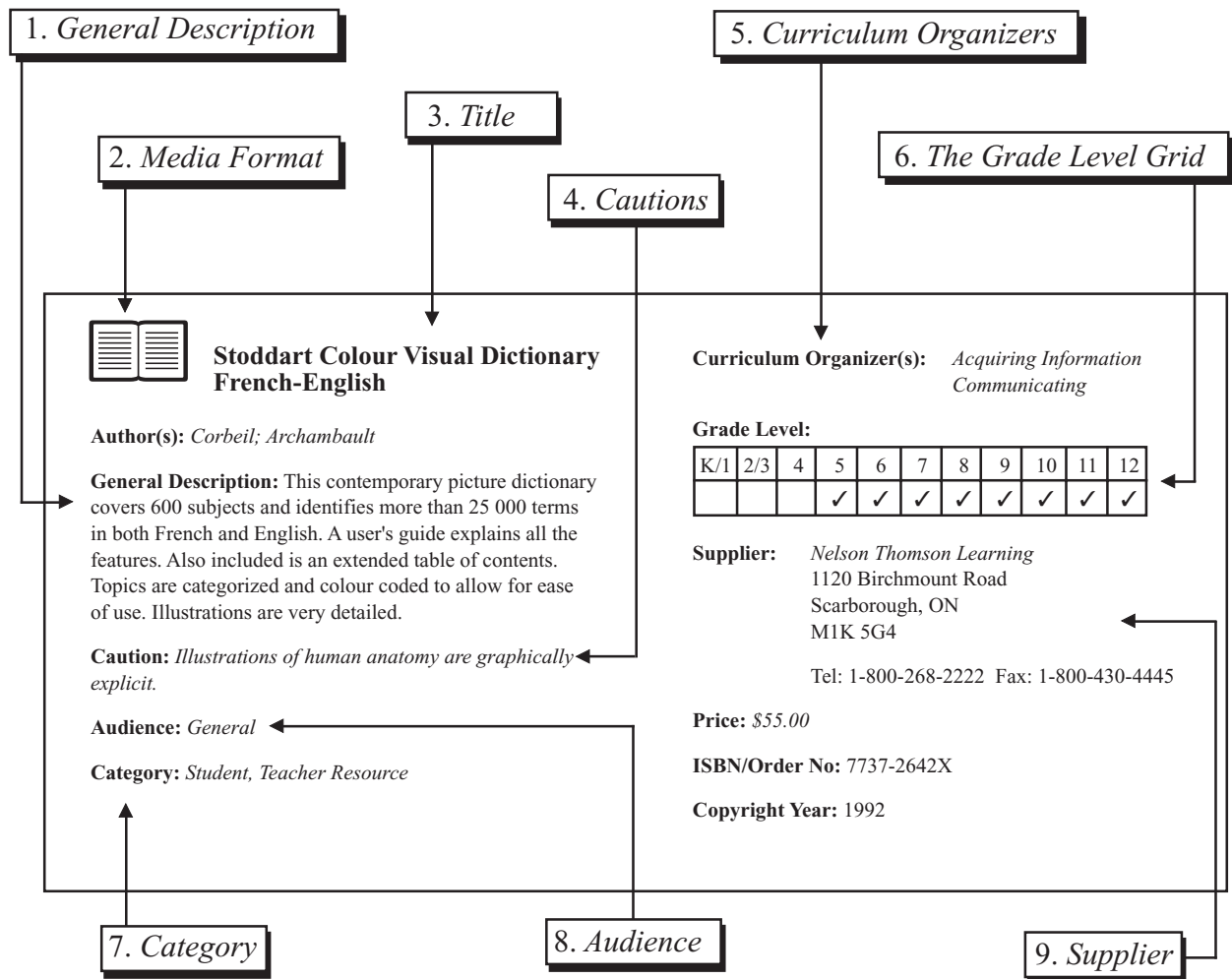
The following series of steps is one way a school might go about selecting learning resources.

- 1) Identify a resource co-ordinator (e.g., a teacher-librarian).
- 2) Establish a learning resources committee.
- 3) Develop a school vision and approach to resource-based learning.
- 4) Identify existing learning resources
- 5) Identify resource priorities.
- 6) Apply criteria such as those used by the Ministry of Education to shortlist potential resources.
- 7) Examine resources first-hand at a publishers' display.
- 8) Make recommendations for purchase.

APPENDIX B ANNOTATIONS

Appendix B comprises a comprehensive list of the resources for learning [Target Language]. The titles are listed alphabetically and each resource is annotated.

*What information does an annotation provide?*



**1. General Description**

This section provides an overview of the resource.

**2. Media Format**

This section tells you what medium the resource is in. Possibilities include but are not limited to:



*Audio Cassette*



*CD-ROM*



*Film*



*Games/Manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource People/  
Elders*

**3. Caution**

This section tells teachers if the resource might raise any potentially sensitive issues.

**4. Title**

The exact title as printed on the book.

**5. Curriculum Organizer(s)**

This section tells teachers for which curriculum organizer(s) the resource is most suited.

**6. Grade Level**

This section indicates the suitable age range for the resource.

**7. Category**

This section indicates whether it is a student and teacher resource, teacher resource, or professional reference.

**8. Audience**

This section indicates the suitability of the resource for different types of students. Possible student audiences include:

- General
- English as a Second Language (ESL)
- Students who are:
  - gifted
  - blind or have visual impairments
  - deaf or hard of hearing
- Students with:
  - severe behavioural disorders
  - dependent handicaps
  - physical disabilities
  - autism
  - learning disabilities (LD)
  - mild intellectual disabilities (ID-mild)
  - moderate to severe/profound disabilities (ID-moderate to severe/profound)

*9. Supplier*

This section gives the name, address, telephone number, and fax number of the supplier. Prices shown here are approximate and subject to change. Prices should be verified with the supplier.





# APPENDIX B

---

*Learning Resources Information*



**Note to IRP developers:** These two learning resource information templates are provided to help you format your target language learning resources annotations. These samples are based on annotations from the Core French IRP. When you create your annotations, substitute the appropriate icons (which you can copy from page B-7) and information for the learning resources you wish to include.



**Créer un monde de paix**

**General Description:** This CD contains a variety of songs portraying the themes of animals, school, food, peace, and nature. The level of language is age appropriate for elementary Core French audiences and the music represents a variety of appealing styles. Words are included in the CD cover. Also available in audio cassette format.

**Audience:** *General*

**Category:** *Teacher Resource*

**Curriculum Organizer(s):** *Experiencing Creative Works*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓					

**Supplier:** *Muffin Rhythm Co.*  
 RR 1, E-43  
 Bowen Island, BC  
 V0N 1G0

Tel:1-800-668-6288 Fax: (604) 947-9630

**Price:** CD: \$16.00  
 Audio Cassette: \$12.00

**ISBN/Order No:** CD: 4030  
 Audio Cassette: 4010

**Copyright Year:** 1997



**Stoddart Colour Visual Dictionary  
 French-English**

**Author(s):** *Corbeil; Archambault*

**General Description:** This contemporary picture dictionary covers 600 subjects and identifies more than 25 000 terms in both French and English. A user's guide explains all the features. Also included is an extended table of contents. Topics are categorized and colour coded to allow for ease of use. Illustrations are very detailed.

**Caution:** *Illustrations of human anatomy are graphically explicit.*

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information  
 Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Nelson Thomson Learning*  
 1120 Birchmount Road  
 Scarborough, ON  
 M1K 5G4

Tel:1-800-268-2222 Fax: 1-800-430-4445

**Price:** *\$55.00*

**ISBN/Order No:** 7737-2642X

**Copyright Year:** 1992





# APPENDIX C

---

*Assessment and Evaluation*



## INTRODUCTION

After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular [Target Language] program. Prescribed learning outcomes, expressed in observable terms, provide the basis for the development of learning activities, and for assessment and evaluation strategies.

**These samples show how teachers might structure a unit. These topics and activities are ideas only. Teachers can adapt them according to their teaching situation.**

## COMMUNICATIVE ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, what they are able to do, and what they are working toward. Communicative assessment tools include practice assignments, quizzes, samples of student work, pencil-and-paper tests, projects, and oral and written reports. Assessment methods include observation, student self- and peer assessments, holistic rating scales, performance reviews, and portfolio assessments.

Teachers evaluate student performance from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with specific criteria they establish, to make judgements about student performance in relation to prescribed learning outcomes.

Students benefit most when teachers provide evaluation on a regular, ongoing basis. **When teachers and students see evaluation as an opportunity to promote learning rather than as a final judgement, it shows learners their strengths and suggests how they can develop further.** Students can use this

information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. Evaluation is referenced to criteria based on learning outcomes described under the curriculum organizers for the target language. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of outcomes.

## CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to a curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for the subject.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or product that describe in specific terms what is involved in meeting the learning outcomes. Teachers can use criteria to evaluate student performance in

relation to learning outcomes. For example, weighting criteria, using rating scales, or developing performance rubrics (reference sets) are three ways teachers can evaluate student performance using criteria.

Samples of student performance should reflect learning outcomes and identified

criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student’s performance is not a product, and therefore not reproducible, teachers should provide a description of the performance sample.

**Criterion-referenced evaluation may be based on these steps:**

- Step 1** Identify the expected learning outcomes (as stated in the Integrated Resource Package).
- Step 2** Identify the key learning objectives for instruction and learning.
- Step 3** Establish and set criteria. Involve students, when appropriate, in establishing criteria.
- Step 4** Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
- Step 5** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 6** Provide examples of the desired levels of performance.
- Step 7** Implement the learning activities.
- Step 8** Use assessment methods appropriate to the particular assignment and student.
- Step 9** Review the assessment data and evaluate each student’s level of performance or quality of work in relation to the criteria.
- Step 10** Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
- Step 11** Report the results of the evaluation to students and parents.



**PORTFOLIOS**

A portfolio is a purposeful collection of a student's work that shows the student's effort, progress, and achievement over time.

Portfolios can be designed for a variety of purposes. They can motivate students, encourage parental participation, and provide direct evidence of student progress. Before using a portfolio approach to evaluation, the teacher should consider the following questions:

- What are the applied tasks for which the portfolio will serve as a record?
- What should be included in the portfolio?
- In what ways should students be involved in the process?

A planning sheet can be used by the teacher and student for determining and clarifying the purpose, design, and construction of a student portfolio.





# APPENDIX C

---

*Assessment and Evaluation Samples*



The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context, suggested instructional tasks and strategies, the tools and methods used to gather assessment information, and the criteria used to evaluate student performance.

### HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

1. Identification of the prescribed learning outcomes
2. Overview
3. Planning for assessment and evaluation
4. Defining the criteria
5. Assessing and evaluating student performance

#### **1. Prescribed Learning Outcomes**

This part identifies the organizer or organizers and the specific prescribed learning outcomes on which the sample is based.

#### **2. Overview**

This is a summary of the key features of the sample.

#### **3. Planning for Assessment and Evaluation**

This part outlines:

- background information to explain the classroom context
- instructional tasks
- opportunities that students were given to practise learning
- feedback and support that was offered to students by the teacher
- ways in which the teacher prepared students for the assessment

#### **4. Defining the Criteria**

This part illustrates the specific criteria (based on prescribed learning outcomes) and the assessment task.

#### **5. Assessing and Evaluating Student Performance**

This part includes:

- assessment tasks or activities
- the support the teacher offered students
- the tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

### EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in [Target Language] 5 to 12.

- Grade 5: *Photo Safari*  
Page C-10
- Grade 6: *A Celebration*  
Page C-15
- Grade 7: *Personal Clothing Album*  
Page C-22
- Grade 8: *Leisure Time*  
Page C-27
- Grade 9: *Keeping in Touch*  
Page C-34
- Grade 10: *Friendship*  
Page C-43
- Grade 11: *Contemporary Issues*  
Page C-49
- Grade 12: *Legend, Folk Tale, or Traditional Story*  
Page C-55
- Introductory 11: *Memories*  
Page C-67

**GRADE 5****Topic:** *Photo Safari***1. PRESCRIBED LEARNING OUTCOMES*****Communicating***

*It is expected that students will:*

- ask and respond to simple questions
- communicate likes, dislikes, needs, and wants
- respond to classroom instructions

***Acquiring Information***

*It is expected that students will:*

- identify selected information from [Target Language] resources to complete meaningful tasks
- express acquired information in oral and visual forms

***Experiencing Creative Works***

*It is expected that students will:*

- respond to creative works from [Target Language] culture

**2. OVERVIEW**

Students worked in pairs over a two-week period. Each pair researched two animals and produced an information sheet for each animal. The sheets were collected to form a class photo safari. Evaluation was based on:

- participation in oral activities
- animal information sheet
- role-play situation
- oral presentation

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher read a [Target Language] story with several animal characters to students.
- In English, the class discussed the animals mentioned in the story. The

teacher explained that students would be creating a photo safari and in pairs would present role plays. The teacher provided students with the names of animals in [Target Language]. The students practised the vocabulary by means of flashcards, crossword puzzles, and word searches.

- The class brainstormed, using English when required, the types of information that might be included on the animal information sheets. Using simple multimedia software, the teacher designed a form to be used by students to collect their data. The students scanned pictures and downloaded them onto the forms.
- Working in pairs, students chose two animals to research and present to the class. They also picked an additional animal or animals for their role play. The teacher provided a list of [Target Language] web sites, CD-ROMs, and picture books that students could consult for more information.
- To give students the sentence frames they needed, the class worked through a sample sheet for an animal.
- The presentation to the class was in the form of the word game “Who am I?” Students wrote five clues describing their animal (e.g., *I am large. I am grey.*) After each clue, the class attempted to guess the animal.
- Students were given a choice of role-play situations:
  - purchasing a real or stuffed animal
  - looking for a lost animal
  - performing a puppet show in which two animals converse
- In pairs, students presented the role plays to the class.
- After the presentations and role play, the information sheets were collected and displayed as a class photo safari.

**4. DEFINING THE CRITERIA**

The teacher discussed the following criteria at the beginning of the activity and offered frequent reminders as students worked. Students had copies of the criteria and rating scales in their notebooks.

***Individual Participation During Project Work***

*To what extent does the student:*

- attempt to use [Target Language] in asking and responding to simple questions
- use visual and contextual clues to guess meaning
- respond to classroom instructions

***Animal Information Sheet***

*To what extent does the student:*

- record required information
- show evidence of research
- provide a photo, picture, or drawing of the animal

***Oral Presentations***

*To what extent does the student:*

- take risks; make an effort to speak [Target Language]
- follow simple directions for classroom routines
- use practised structures to ask and answer questions
- show interest and perseverance in using [Target Language] resources
- pronounce familiar words and phrases with increasing accuracy

**5. ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher used performance rating scales to determine the extent to which students were able to demonstrate learning outcomes identified at the beginning of the unit. Different rating scales were used for their animal information sheets and participation in oral activities. The class discussed the rating scales before students began their assignments, and all students had copies of the scales. The same rating scales were adapted for other performance tasks throughout the year.

**Animal Information Sheet (Sample)**

Note: Chart captions to be translated into [Target Language].

<div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"> <p style="margin: 0;">Photo or drawing</p> </div>	<p>Student Name _____</p> <p>Animal _____</p> <p>Colour _____</p> <p>Size _____</p> <p>Other _____</p>																														
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2" style="background-color: #333; color: white;">Type</th> <th colspan="3" style="background-color: #333; color: white;">Food</th> <th colspan="3" style="background-color: #333; color: white;">Habitat</th> </tr> <tr style="background-color: #ccc;"> <th style="width: 12.5%;">domestic</th> <th style="width: 12.5%;">wild</th> <th style="width: 12.5%;">carnivore</th> <th style="width: 12.5%;">herbivore</th> <th style="width: 12.5%;">omnivore</th> <th style="width: 12.5%;">land</th> <th style="width: 12.5%;">water</th> <th style="width: 12.5%;">air</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Type		Food			Habitat			domestic	wild	carnivore	herbivore	omnivore	land	water	air								
Type		Food			Habitat																										
domestic	wild	carnivore	herbivore	omnivore	land	water	air																								
<p>Indicate with a checkmark (✓).</p>																															

## Individual Participation During Project Work

Criteria	Rating
<ul style="list-style-type: none"> <li>attempts to use [Target Language] in asking and responding to simple questions</li> </ul>	
<ul style="list-style-type: none"> <li>uses visual and contextual clues to guess meaning</li> </ul>	
<ul style="list-style-type: none"> <li>responds to classroom instruction</li> </ul>	

**Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

## Oral Participation

Criteria	Game Rating	Role Play Rating
<ul style="list-style-type: none"> <li>takes risks; makes effort to speak [Target Language]</li> </ul>		
<ul style="list-style-type: none"> <li>follows simple directions for classroom routines (game)</li> </ul>		
<ul style="list-style-type: none"> <li>communicates likes, dislikes, wants, and needs (role play)</li> </ul>		
<ul style="list-style-type: none"> <li>uses practised structures to ask and answer questions</li> </ul>		
<ul style="list-style-type: none"> <li>shows interest and perseverance in using [Target Language] resources</li> </ul>		
<ul style="list-style-type: none"> <li>pronounces familiar words and phrases with increasing accuracy</li> </ul>		

**Key:** 3 – Independently/minimal support  
 2 – With some support  
 1 – With continuing support  
 0 – Not demonstrated



**Animal Information Sheet**

<b>Rating</b>	<b>Criteria</b>
<b>Outstanding</b> 4	Goes beyond the basic requirements to demonstrate additional learning (e.g., includes adjectives not presented in class). Effectively uses creativity, colour, and visual enhancement.
<b>Very Good</b> 3	Complete and accurate. Uses vocabulary provided to present information. Uses colour or other visual enhancement. May include minor errors.
<b>Satisfactory</b> 2	Basic. Includes required information and vocabulary provided. May omit colour or other visual enhancement, or use wrong word in places.
<b>Requirements Not Met</b> 1	May be incomplete, inappropriate, or incomprehensible.

**GRADE 6**

**Topic:** *A Celebration*

**1. PRESCRIBED LEARNING OUTCOMES**

***Communicating***

*It is expected that students will:*

- make and respond to simple requests
- present information about themselves and others
- identify formal and informal forms of address
- express preferences and interests
- participate in known and predictable classroom situations

***Acquiring Information***

*It is expected that students will:*

- extract selected information from [Target Language] resources to complete meaningful tasks
- express acquired information in oral and visual forms

***Experiencing Creative Works***

*It is expected that students will:*

- respond to creative works from [Target Language] culture

***Understanding Cultural Influences***

*It is expected that students will:*

- identify selected characteristics of [Target Language] culture
- identify elements of [Target Language] culture that are similar to or different from their own

**2. OVERVIEW**

This unit introduced students to a traditional [Target Language] celebration. The activities took place over a three-week period. Evaluation of the prescribed learning outcomes was based on:

- participation during class activities (including group and partner work)

- oral communication during classroom activities and project work
- accessing information from an authentic document
- creation of an invitation
- comparison chart
- one or more of a menu, recipe poster, decoration (craft), and CD or cassette of recorded music

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced the unit by showing the class a number of photographs of various kinds of celebrations. The students tried to guess what event was being celebrated.
- The class then investigated various occasions celebrated in [Target Language] culture. They began by looking at several English and [Target Language] resources with information and pictures of various [Target Language] celebrations. The teacher also showed a video about a [Target Language] celebration.
- After viewing the video, the class discussed similarities and differences in how people celebrate special occasions in [Target Language] culture and their own. Using [Target Language] words and expressions when possible, students answered questions, such as:
  - *What are some occasions you and your family celebrate?*
  - *What are some occasions people in [Target Language] areas celebrate?*
  - *Are any of these occasions celebrated in both cultures?*
  - *Where do these celebrations usually take place?*
  - *Are special clothes worn? What kind?*
  - *Are special foods served? What kind?*
  - *What other traditions are part of these celebrations?*

- The teacher recorded useful vocabulary and structures on the board.
- After the discussion, each student chose one celebration from [Target Language] culture and one from their own culture and completed a comparison chart. Students used print resources, the Internet, or asked community resource people for ideas. They were to use [Target Language] words and phrases as much as possible on their chart.
  - Students were invited to present their findings to the class. The teacher asked students to listen carefully to the presentations, because they were going to select one of the [Target Language] occasions and celebrate it in class. When the presentations were complete, the class held a vote to choose their favourite celebration.
  - The class discussed what they would do to prepare for the celebration, collating

### Celebration Comparison Chart (Sample)

My (or another) culture	Same	([Target Language]) culture
Different		Different

their ideas on flip chart paper to display in the classroom. They decided who they would invite, including [Target Language] community members, where and when they would hold their celebration, and that they would have traditional food, make decorations or crafts, compile appropriate [Target Language] music, and have [Target Language] activities or entertainment.

- In pairs or small groups, students used the available resources to find out more about the celebration. They researched appropriate food and beverages, music, decorations, and activities or entertainment.
- As a class, they summarized their findings on the flip chart paper, and then decided on who would do or bring what.
- The teacher provided students with a copy of an authentic invitation to a celebration, pointing out the formal form of address and important information such as description, date, time, location, if guests should bring anything, and how guests should respond. Students then created invitations to their celebration. The invitations were hand drawn or computer generated.
- After planning the menu, students decided on who would bring individual items. They formed small groups to cook the more complicated dishes and made posters of the recipes to display during the celebration.
- Students decided that they would make simple traditional crafts as decorations and would record a selection of appropriate [Target Language] songs on CD or cassette to play at the celebration.
- Students also decided that they would play a traditional game during the party and would invite a community resource person to come to talk to them or give a demonstration during the celebration.

- The teacher helped with planning and materials where required.
- On the day of the celebration, students decorated the classroom, brought food and beverages, played music, and enjoyed the game and demonstration by the community resource person.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explaining the requirements of each task to students. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks. Students would be evaluated on the Celebration Comparison Chart, their participation during project work, acquiring information from an authentic document, the invitation, and one or more of the menu, recipe poster, decoration or traditional craft, or the CD or cassette recording.

##### ***Celebration Comparison Chart***

*To what extent does the student:*

- identify similarities and differences between celebrations in [Target Language] culture and their own
- use [Target Language] words and phrases to express similarities and differences

##### ***Oral Communication during Classroom Activities and Project Work***

*To what extent does the student:*

- use [Target Language] in asking and responding to simple questions
- make him- or herself understood
- respond to and support others when they are speaking [Target Language]

***Accessing Information from Authentic Documents***

*To what extent does the student:*

- try a variety of approaches, skills, and strategies to obtain information
- extract accurate information from source
- use extracted information appropriately

***Invitation***

*To what extent does the student:*

- identify the need to use formal forms of address
- reproduce [Target Language] key words and phrases accurately
- show appropriate organization of information
- show consideration for audience (e.g., eye-catching, easy to follow)

***Menu***

*To what extent does the student:*

- present the information in a clear, complete, and logically organized manner
- use varied and accurate vocabulary
- include a variety of authentic dishes, desserts, and beverages

***Recipe Poster***

*To what extent does the student:*

- provide required information
- reproduce understandable [Target Language] words and phrases
- show consideration for audience (e.g., eye-catching, understandable)
- use appropriate recipe vocabulary

***Decoration or Traditional Craft***

*To what extent does the student:*

- create an object that reflects [Target Language] culture
- show detail, creativity, and appeal to the audience

***CD or Cassette Recording***

*To what extent does the student:*

- include required selections
- demonstrate reflection in choices

**5. ASSESSING AND EVALUATING STUDENT PERFORMANCE**

Teachers and students used performance rating scales to evaluate student work. The class discussed the rating scales before students began their assignments, and all students had copies of the scales. The same rating scales were adapted for other performance tasks throughout the year. At the end of the unit, the teacher conferenced briefly with each student about work completed.

### Celebration Comparison Chart

Criteria	Rating
<ul style="list-style-type: none"> <li>identifies similarities and differences between celebrations in [Target Language] culture and their own</li> </ul>	
<ul style="list-style-type: none"> <li>uses [Target Language] words and phrases to express similarities and differences</li> </ul>	

**Key:** 3 – Excellent  
 2 – Good  
 1 – Satisfactory  
 0 – Not demonstrated

### Oral Communication during Classroom Activities and Project Work

Criteria	Rating
<ul style="list-style-type: none"> <li>uses [Target Language] in asking and responding to simple questions</li> </ul>	
<ul style="list-style-type: none"> <li>makes him- or herself understood</li> </ul>	
<ul style="list-style-type: none"> <li>responds to and supports others when they are speaking [Target Language]</li> </ul>	

**Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

### Accessing Information from Authentic Documents

Criteria	Rarely	Sometimes	Always
<ul style="list-style-type: none"> <li>tries a variety of approaches, skills, and strategies to obtain information</li> </ul>			
<ul style="list-style-type: none"> <li>extracts accurate information from sources</li> </ul>			
<ul style="list-style-type: none"> <li>includes appropriate information</li> </ul>			

## Invitation

Rating	Criteria
<p><b>Strong</b> 4</p>	<ul style="list-style-type: none"> <li>• goes beyond the basic requirements to demonstrate additional learning</li> <li>• uses formal or informal address correctly and reproduces key [Target Language] words and phrases accurately</li> <li>• information is clearly organized and while there may be minor errors, these do not detract from the overall message</li> <li>• the illustration is eye-catching and attractive</li> </ul>
<p><b>Satisfactory</b> 3</p>	<ul style="list-style-type: none"> <li>• meets the requirements at a basic level</li> <li>• while it may have a strong visual focus, the written presentation is not as detailed</li> <li>• use of vocabulary and key phrases is accurate but minimal</li> <li>• errors may cause confusion but the invitation is generally understandable</li> </ul>
<p><b>Partial/ Marginal</b> 2</p>	<ul style="list-style-type: none"> <li>• may deal with information in a cursory way</li> <li>• information is either incomplete or not presented in a well organized manner</li> <li>• tends to rely on limited vocabulary and often includes errors in spelling and sentence structure</li> </ul>
<p><b>Weak</b> 1</p>	<ul style="list-style-type: none"> <li>• does not meet listed criteria</li> <li>• message may be incomprehensible, inappropriate or extremely brief</li> <li>• illustrations may be missing or unrelated to context</li> </ul>

## Menu

Rating	Criteria
<b>Outstanding</b> 4	Exceeds criteria and requirements. Menu is clear, complete, logically organized, and includes language and cultural features that go beyond basic requirements of the task.
<b>Good</b> 3	Meets all criteria at a good level. Menu is clear, complete, logically organized. Most [Target Language] words and phrases are written correctly. Includes some detail.
<b>Satisfactory</b> 2	Meets most criteria at a satisfactory level. Generally understandable, complete, and logically organized. May include some errors in spelling or vocabulary that causes parts of the communication to be unclear or confusing. Tends to rely on basic vocabulary and patterns. Little detail.
<b>Requirements Not Met</b> 1	Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief.

## Recipe Poster

Criteria	Rating	Comments
• provides all required information		
• includes relevant and interesting details		
• reproduces [Target Language] words and phrases in understandable form		
• shows consideration for audience (e.g., eye-catching, easy to understand)		
• uses appropriate recipe vocabulary		
<b>Overall Rating</b>		

**Key:** 3 – Excellent  
 2 – Good  
 1 – Satisfactory  
 0 – Not demonstrated



### Decoration or Traditional Craft

Criteria	Rating
<ul style="list-style-type: none"> <li>creates an object that reflects [Target Language] culture</li> </ul>	
<ul style="list-style-type: none"> <li>shows detail, creativity, and appeal to the audience</li> </ul>	

**Key:** 3 – Excellent  
 2 – Good  
 1 – Satisfactory  
 0 – Not demonstrated

### CD or Cassette Recording

Criteria	Rating
<ul style="list-style-type: none"> <li>includes required selections</li> </ul>	
<ul style="list-style-type: none"> <li>demonstrates reflection in choices</li> </ul>	

**Key:** 3 – Excellent  
 2 – Good  
 1 – Satisfactory  
 0 – Not demonstrated

**GRADE 7****Topic:** *Personal Clothing Album***1. PRESCRIBED LEARNING OUTCOMES:*****Communicating***

*It is expected that students will:*

- ask for and give simple information
- exchange information about themselves
- share information about activities and interests
- participate in classroom activities
- begin to derive meaning in new language situations

***Acquiring Information***

*It is expected that students will:*

- extract and retrieve selected information from [Target Language] resources to complete meaningful tasks
- express acquired information in oral, visual, and simple written forms

**2. OVERVIEW**

This unit was presented in September. Over approximately eight 40-minute classes, Grade 7 students developed and presented clothing albums. Evaluation was based on:

- a personal clothing album that each student prepared
- self-assessment and analyses (in English)
- oral presentations to small groups (in the target language)

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced the topic by asking students how they plan and select their clothing for a new school year. What factors do they consider? How much do they plan in advance? Students

were then presented with several options:

- create and present an album showing his or her clothing needs for Grade 7
- create and present an album showing the clothing needs for a friend (real or imaginary) in Grade 7
- create and present an album showing the wardrobe they would choose for Grade 7 if they did not have to consider a budget
- Students brainstormed to develop a list of clothing vocabulary in [Target Language]. They posted the list on chart paper for easy reference. The teacher encouraged them to consult various sources (e.g., textbooks, magazines, bilingual dictionaries) to add to the list as they worked on their projects.
- The teacher distributed a selection of [Target Language] catalogues for students to look at and focused their attention on the ways the catalogues were organized. They discussed a variety of ways to organize their own collections (e.g., by season, body part, activity).
- Students spent two periods “shopping” in the catalogues by cutting out the clothing and accessories they would need for their Grade 7 school year. Some students drew and coloured several of the clothing items they wanted to include. Students used classroom resources (including bilingual dictionaries, class charts, [Target Language] clothing catalogues, and textbooks) to find the vocabulary they needed. The teacher circulated and observed students as they worked, asking questions in [Target Language] and helping them to answer. The teacher provided immediate feedback and recorded observations on a checklist.
- The teacher reviewed key structures and vocabulary and helped students practise phrases they could use in their

presentations, as well as questions they could ask other presenters. Students practised their presentations with partners, then worked in small groups to practise asking and answering questions such as:

*Do you like wearing hats?*

*Yes, I like hats. No, I don't like wearing hats.*

- The teacher presented a peer-evaluation form to the class. The teacher then discussed evaluation with students, including what to look for in the presentations and how to offer useful feedback to presenters. The class practised completing a form.
- Students presented their albums to the class. Each student in the audience was required to ask at least two questions of any presenter and to complete a peer-evaluation form for two students, previously selected by the teacher.
- Students submitted their albums, their speaking notes, the peer evaluations they received, and self-evaluations.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students agreed on the key criteria that should be demonstrated in each of the assigned tasks.

##### ***Personal Album***

*To what extent does the student:*

- provide relevant and appropriate information
- include detail and sufficient information
- write captions in [Target Language]
- organize information and present it in logical categories

##### ***Oral Presentation***

*To what extent does the student:*

- provide relevant and appropriate information
- speak in [Target Language]
- speak with some fluidity
- attempt to self-correct
- respond to questions with relevant information

##### ***Self-Assessment***

*To what extent does the student:*

- use only [Target Language]
- pronounce [Target Language] words correctly
- use [Target Language] words and expressions learned in class
- use new [Target Language] words
- rephrase if not understood
- use gestures to help people understand

##### ***Personal Response to Other Presentations***

*To what extent does the student:*

- listen attentively
- provide encouragement to other presenters
- ask questions of presenters

#### 5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate student performance. Students were given copies of the rating scales as they practised and prepared their presentations. The same scales were adapted for a variety of other assignments throughout the year.

## Personal Album

Rating	Criteria
<b>Outstanding 4</b>	Meets all criteria. Goes beyond the basic requirements to demonstrate additional learning (e.g., includes vocabulary beyond the practised list, features interesting or unusual details, labels include explanation or analysis).
<b>Good 3</b>	Complete and accurate. Uses the structures and vocabulary provided to present required information. Includes a variety of clothing.
<b>Satisfactory 2</b>	Meets the requirements. Clothing is mostly from limited categories. May omit some information or make errors (e.g., labels or matches to diagram are incorrect or incomplete).
<b>Requirements Not Met 1</b>	May be incomplete, inappropriate, or incomprehensible.

## Oral Presentation

Criteria	Rating
• provides relevant and appropriate information	
• speaks in [Target Language]	
• speaks with some fluidity	
• attempts to self-correct	
• responds to questions with relevant information	

**Key:** **3** – Independently/minimal support  
**2** – With some support  
**1** – With continuing support  
**0** – Not demonstrated

## Student Self-Assessment (Oral Presentation)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Unit/Topic/Theme: \_\_\_\_\_

**In my oral presentation, I...**

- used [Target Language]
- pronounced [Target Language] words correctly
- used [Target Language] words and expressions learned in class
- used new [Target Language] words
- rephrased if not understood
- used gestures to help people understand

I am proud that \_\_\_\_\_

\_\_\_\_\_

Next time, I would \_\_\_\_\_

\_\_\_\_\_

I feel that I need to \_\_\_\_\_

\_\_\_\_\_

In order to improve \_\_\_\_\_

\_\_\_\_\_

I felt frustrated about \_\_\_\_\_

\_\_\_\_\_

When I was preparing my oral presentation \_\_\_\_\_

\_\_\_\_\_

## Personal Response to Other Presentations

Criteria	Rating
• listens attentively	
• provides encouragement to other presenters	
• asks questions of presenters	
<b>Questions asked:</b> 1.         2.	

**Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

**GRADE 8****Topic:** *Leisure Time***1. PRESCRIBED LEARNING OUTCOMES*****Communicating***

*It is expected that students will:*

- ask for and give information, permission, and clarification
- seek information about activities and interests
- participate in familiar activities (real or simulated)
- derive meaning in new language situations

***Acquiring Information***

*It is expected that students will:*

- extract, retrieve, and process selected information from [Target Language] resources to complete meaningful tasks
- express acquired information in oral, visual, and written forms

**2. OVERVIEW**

Over a two-week period, the teacher developed a series of activities that focused on pastimes and leisure activities. Evaluation was based on:

- participation in oral activities
- visual and oral summaries
- creation of mobiles
- oral participation in a game
- accessing information from authentic documents
- role play
- creation of postcards

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher began the unit by developing a list of vocabulary with the class to support the topic. Students brainstormed

and recorded useful words and expressions on the board and then recorded this vocabulary in their personal dictionaries.

- Working in groups of three or four, students were assigned one of the following categories: winter, spring, summer, fall, indoor, outdoor, individual, team, or group. They surveyed their classmates by asking *What do you like to do in \_\_\_\_\_* (e.g., *winter*)? or *What do you like to do \_\_\_\_\_* (e.g., *indoors*)? or *What do you like to do \_\_\_\_\_* (e.g., *on your own*)?
- Groups compiled results and represented them visually to the class (e.g., pie chart, bar graph). Each group also presented an oral summary of the class results, using the visual as an aid. Any new vocabulary was added to the list on the board and recorded in students' dictionaries.
- To reinforce the new vocabulary and the categories, the teacher created classroom corners labelled winter, spring, summer, and fall. Students chose corners that best suited their favourite activities and as newly formed groups, classmates shared their preferences (e.g., *I like to ski in winter*). The teacher then had students move to different corners and share new interests and activities until they had visited each season.
- Students individually created mobiles that depicted various pastimes that interested them. Vocabulary was expanded (through use of dictionaries, web sites, newspapers, and magazines) to include necessary equipment, special clothing, facilities, role models, and so on for labelling the array of photos/illustrations, objects, and ideas. Students were encouraged to cut cardboard shapes on which to present their information and hang them with both sides illustrating their interests.

- The class brainstormed a list of questions that students could use to find out essential information about their classmates' pastimes (e.g., *Where do you do/play/practise \_\_\_\_\_? With whom do you do/play/practise \_\_\_\_\_? How long have you been doing/playing/practising \_\_\_\_\_?*) Students were expected to add the list of questions to their personal dictionaries.
- In small groups, students prepared for a game where only one of them would truthfully present his or her favourite pastimes to the class and the others would try to deceive their classmates with imaginary pastimes they had invented for themselves. The group stood together and briefly summarized the details of their "favourite" activities. After the presentation, the other student groups were allowed a few minutes of questioning at the end. By using and practising their list of questions, students attempted to acquire enough information to catch their classmates in a lie and determine who was being honest. Each group presented in turn. A point was awarded to students who correctly identified the truth-teller.
- Students then looked at the entertainment/sports sections of [Target Language] newspapers and explored [Target Language] web sites to find activities that would interest them for the weekend. The teacher helped students prepare by discussing strategies for dealing with authentic documents (e.g., listing cognates that support understanding, examining visuals for meaning, scanning for dates, times, location, and costs).
- In pairs, students role-played scenes in front of the class. Each student inquired about what his or her partner wanted to do on the weekend (e.g., *This weekend I want to \_\_\_\_\_. I am going to \_\_\_\_\_. How about you?*) Students in the audience listened carefully for details (time, place, cost, and so on) keeping track in their notebooks.
- After all of the role plays were presented, the teacher asked students to choose an event from those mentioned and design a ticket for it. The teacher provided examples of authentic tickets and the class discussed what pertinent information was needed for this assignment.
- The next day, students presented their tickets as they entered the room. They were asked to circulate around the room asking the question *Where are you going?* in order to find others going to the same event. Once they had grouped themselves, they briefly presented information describing where they were going (e.g., *I'm going to the game. It's at eight o'clock.*)
- As a culminating activity, students designed postcards to send to a friend or family member from the event they were attending. Using an example, the teacher and students discussed components of a postcard, noting new vocabulary for greetings and leave-taking on the board. Students were reminded to keep their writing brief to suit the parameters of a postcard. Students were expected to use the information acquired from the ticket and authentic resources, but were encouraged to be creative about other details. Students used illustrations, collages, photos, or computer graphics to visually depict the event.



**4. DEFINING THE CRITERIA**

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks.

***Oral Participation in Classroom Activities***

*To what extent does the student:*

- interact with classmates to obtain information
- use [Target Language] to ask and respond to questions
- respond to and support others when they are speaking [Target Language]

***Visual and Oral Summary***

*To what extent does the student:*

- provide all required information
- include relevant and interesting details
- show appropriate organization of information
- communicate an understandable message

***Student Mobiles***

*To what extent does the student:*

- provide all required information
- include relevant and interesting details
- reproduce [Target Language] words and patterns in understandable form
- show consideration for audience (e.g., eye-catching, easy to understand)
- use appropriate vocabulary in labels
- spell key vocabulary correctly

***Oral Participation in a Game or Role Play***

*To what extent does the student:*

- provide a comprehensible message
- include some understandable details
- recognize and respond to simple questions
- use appropriate patterns and frames to include known expressions and vocabulary
- sustain the use of [Target Language] throughout the activity

- use intonation, miming, gestures, and body language to support the information or message
- pronounce familiar words and phrases with increasing accuracy

***Accessing Information from Authentic Documents***

*To what extent does the student:*

- try a variety of approaches, skills, and strategies to obtain information
- extract accurate information from sources
- include appropriate information

***Postcard Project***

*Visual*

*To what extent does the student:*

- provide appropriate illustrations or photos
- include relevant and interesting details
- show consideration for the audience (e.g., eye-catching, easy to understand)

*Written*

*To what extent does the student:*

- write a clear and understandable account
- convey the main events accurately
- take risks with language and use a range of vocabulary

**5. ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work in this unit. Students were given copies of the rating scales and discussed them in English before they began working on their assignments. Teachers and students also discussed and used scales to assess and provide feedback on the visual and written aspects of the postcard project.

### Oral Participation in Classroom Activities

	Date			
Criteria	Rating			
• interacts with classmates to obtain information				
• uses [Target Language] to ask and respond to questions				
• responds to and supports others when they are speaking [Target Language]				
• pronounces familiar words and phrases with increasing accuracy				

**Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

### Visual and Oral Summary

Criteria	Rating
• provides all required information	
• includes relevant and interesting details	
• shows appropriate organization of information	
• has an understandable message	

**Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

### Student Mobiles

Criteria	Rating	Comments
<ul style="list-style-type: none"> <li>provides all required information</li> </ul>		
<ul style="list-style-type: none"> <li>includes relevant and interesting details</li> </ul>		
<ul style="list-style-type: none"> <li>reproduces [Target Language] words and patterns in understandable form</li> </ul>		
<ul style="list-style-type: none"> <li>shows consideration for audience (e.g., eye-catching, easy to understand)</li> </ul>		
<ul style="list-style-type: none"> <li>uses appropriate vocabulary in labels</li> </ul>		
<ul style="list-style-type: none"> <li>spells correctly</li> </ul>		
<b>Overall Rating</b>		

- Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

## Oral Participation in a Game or Role Play

Criteria	Game Rating	Role-Play Rating
• provides a comprehensible message		
• includes some understandable details		
• recognizes and responds to simple questions		
• uses appropriate patterns and frames to include known expressions and vocabulary		
• sustains the use of [Target Language] throughout the activity		
• uses intonation, miming, gestures, and body language to support information or message		
• pronounces familiar words and phrases with accuracy		

**Key:** **3** – Independently/minimal support  
**2** – With some support  
**1** – With continuing support  
**0** – Not demonstrated

## Accessing Information from Authentic Documents

Criteria	Rarely	Sometimes	Always
• tries a variety of approaches, skills, and strategies to obtain information			
• extracts accurate information from sources			
• includes appropriate information			

## Postcard Project

Rating	Criteria
<p><b>Strong</b> <b>4</b></p>	<p>Goes beyond the basic requirements to demonstrate additional learning. For example, may include a variety of details about activities or use language structures not practised in class. Information is accurate and clearly organized. May include some minor errors in language, but these do not detract from the overall impact. Illustration or photo is interesting, relevant, attractive, and supports the ideas described in the text of the postcard.</p>
<p><b>Satisfactory</b> <b>3</b></p>	<p>Meets most requirements at a basic level. May be inconsistent, with some aspects, such as the visual, stronger and more detailed than written presentation. Use of vocabulary is accurate, but may be repetitious. Errors may cause some confusion but the postcard is generally understandable.</p>
<p><b>Partial/Marginal</b> <b>2</b></p>	<p>May deal with requirements in a cursory way or show extreme inconsistency with some aspects completed at a good level and others at an unsatisfactory level. Tends to rely on limited vocabulary and often includes errors in spelling and sentence structure. Postcard is difficult to understand in places.</p>
<p><b>Weak</b> <b>1</b></p>	<p>Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief. Illustration or photo may be missing or unrelated to text.</p>

**GRADE 9****Topic:** *Keeping in Touch***1. PRESCRIBED LEARNING OUTCOMES*****Communicating***

*It is expected that students will:*

- ask for and give assistance and detailed information
- share opinions and preferences, giving reasons
- describe and exchange information about activities, people, places, and things
- communicate in present and future
- participate in selected meaningful, real-life situations

***Acquiring Information***

*It is expected that students will:*

- extract, retrieve, and process information from [Target Language] resources to complete meaningful tasks
- explain acquired information in oral, visual, and written forms

***Experiencing Creative Works***

*It is expected that students will:*

- reflect on and respond to authentic creative works from [Target Language] culture

***Understanding Cultural Influences***

*It is expected that students will:*

- identify and describe similarities and differences between their own customs and those of [Target Language]

**2. OVERVIEW**

The teacher developed a series of web-based activities to initiate correspondence with students in [Target Language] culture. The teacher considered a variety of ways to do this, for example, by students corresponding with individual students in another class, by

the class as a whole creating messages for another class, or by having students participate in a student listserv or chat group. The introductory activities occurred continuously over two weeks of classes, while the correspondence process continued for the remainder of the school year.

**Although this sample deals with electronic correspondence, it can be easily adapted to a penpal situation.**

Evaluation was based on:

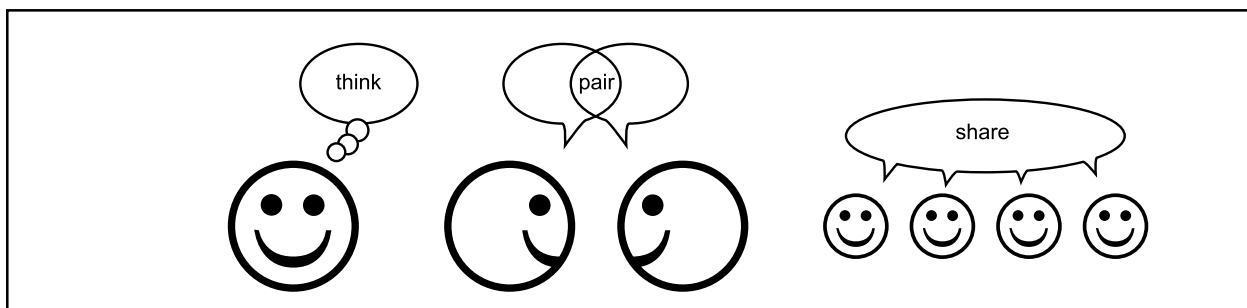
- participation in oral preparation activities
- information collection from the Internet
- visual projects developed on [Target Language] activities, people, places, and things
- actual correspondence students sent to their “keypals”
- oral presentations of the information they received
- visual projects developed on differences and similarities between their own customs and those of [Target Language] culture

**3. PLANNING FOR EVALUATION AND ASSESSMENT**

- Students worked in pairs to do the cooperative activity “think-pair-share” on the purposes and possible methods of correspondence. During the whole class sharing that followed this activity, the teacher prompted discussion with questions such as:
  - How many of you correspond regularly in writing with others?
  - How many of you have correspondents outside of this region?
  - What format options are available (e.g., mail, fax, e-mail)?
  - What formats do you most enjoy sending? Receiving?

- Students returned to their partners to create web charts/mind maps on poster paper that showed the benefits of having penpals/keypals. These were posted around the room to remind students of the purpose of this unit.
- The teacher explained that students would be selecting and corresponding with students from [Target Language] culture using the Internet.
- The teacher provided students with (or, subject to time and interest, had the students do a web search for) the three types of keypal exchanges. The class chose the individual student-to-individual student format.
- The teacher read a sample letter. In pairs, students brainstormed features that make correspondence worthwhile and interesting. They collated ideas on a flipchart for classroom display. The teacher helped students follow up by suggesting simple ways to ensure quality in their correspondence in [Target Language], such as:
  - learning as much as you can about where your keypal lives
  - practising vocabulary and a variety of sentence frames for telling about yourself and asking questions about someone else
  - learning how to describe in [Target Language] the place where you live
  - experimenting with ways of making your information interesting
- To help students become aware of the area in which their keypals lived, the teacher provided a photocopied map and had students colour the appropriate region.
- Using the Internet and other resources, students researched the assigned [Target Language] culture to complete an information sheet provided by the teacher. Each group presented their findings to the class with any visual support they were able to print off the Internet. The completed information sheets and visuals were posted on a central bulletin board on a large map of the [Target Language] world.
- Students read sample [Target Language] penpal/keypal letters and generated a list of useful vocabulary and language structures. They worked in pairs to fill in the blanks in letters where words and phrases had been omitted (cloze activities). Multiple samples and phrasings helped students develop variety in their correspondence.
- Each student created a letter of introduction to a keypal that was first sent to the teacher's e-mail address. The letter contained elements from the information chart done earlier. The teacher forwarded students' letters to the appropriate teacher, school, or student listserv.

### Think, Pair, Share



### Information Sheet

	In my country or region	In [Target Language] country or region
Climate		
Population		
Geography of Area		
Favourite Pastimes		
Typical Food		
Typical Music		
Popular Sports		

- During the rest of that term/semester, students were given the opportunity to check their e-mail regularly and to respond to any messages received. The teacher tracked the correspondence by providing a correspondence log to be completed by students.
- At the end of the term/semester, students introduced their keypals to the class with multimedia presentations that included all of the information they had learned about their keypals' culture as well as personal descriptions of the students. Each presentation had an oral introduction, a

music background, pictures and objects from the keypal's country, photos of the keypal, and samples of his or her favourite foods. A few students chose to do PowerPoint presentations.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, then explained the requirements of each task to the students. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks.

### Correspondence Log

Date	From/To	Sent/Rec'd (S/R)	General Message Idea (S)	General Message Idea (R)



***Accessing Information on the Internet***

*To what extent does the student:*

- access a variety of electronic sources (such as [Target Language] search engines and web sites)
- download appropriate data from the Internet

***Participation in Oral Activities***

*To what extent does the student:*

- interact with the information through questions, responses, and following instructions
- use [Target Language] to ask and respond to questions from the teacher and other students
- speak [Target Language] during class and group activities
- respond to and support others in their use of [Target Language]

***Web Chart/Mind Map on the Benefits of Having a Keypal***

*To what extent does the student:*

- provide all required information
- include relevant and interesting details
- use appropriate vocabulary, spelled correctly
- show appropriate organization of information

***Information Sheet***

*To what extent does the student:*

- provide all required information
- include relevant and interesting details
- use appropriate vocabulary, spelled correctly
- show appropriate organization of information
- reproduce [Target Language] words and patterns in understandable form

***Oral Presentation of the Information Sheet***

*To what extent does the student:*

- present information clearly
- include relevant or interesting details or features
- speak smoothly—most pauses occur at the end of phrases or sentences
- use a variety of vocabulary and language structures appropriate to the subject

***E-mail Letters to Keypal***

*To what extent does the student:*

- present clear, relevant, and appropriate information
- include interesting details or features
- ask questions about or make comparisons with local community
- include information about personal tastes, a description of the school, and community customs
- ask questions about comparable customs or behaviour patterns
- use a variety of vocabulary and language structures
- use spelling and mechanics that do not interfere with meaning

***Oral and Multimedia Presentation***

*To what extent does the student:*

- convey an understandable message
- include all required information
- provide relevant and unusual details to add interest
- sustain the use of [Target Language]—pauses do not impede communication
- pronounce most words accurately or approximately
- self-correct as needed
- use appropriate vocabulary and language patterns correctly
- include several types of media: music, visual, electronic

**5. ASSESSING AND EVALUATING  
STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales, and discussed them in English before working on

their assignments. Teachers and students used the scales to assess and provide feedback on the posters, information sheets, information presentations, and e-mail letters. These scales were adapted and used throughout the year to assess visual, oral, and written work.

**Accessing Information on the Internet**

Criteria	Rarely	Sometimes	Always
<ul style="list-style-type: none"> <li>accesses a variety of electronic sources (such as [Target Language] search engines and web sites)</li> </ul>			
<ul style="list-style-type: none"> <li>downloads appropriate data from the Internet</li> </ul>			

**Participation in Oral Activities**

	Date			
Criteria	Rating			
<ul style="list-style-type: none"> <li>interacts with the information through questions, responses, and following instructions</li> </ul>				
<ul style="list-style-type: none"> <li>uses [Target Language] to ask and respond to questions from the teacher and other students</li> </ul>				
<ul style="list-style-type: none"> <li>speaks [Target Language] during class and group activities</li> </ul>				
<ul style="list-style-type: none"> <li>responds to and supports others when they are speaking [Target Language]</li> </ul>				

**Key:** 3 – Independently/minimal support  
 2 – With some support  
 1 – With continuing support  
 0 – Not demonstrated

### Web Chart/Mind Map on the Benefits of Keeping in Touch

Criteria	Rating
• provides complete information	
• includes relevant and interesting details	
• uses appropriate vocabulary, spelled correctly	
• shows appropriate organization of information	

**Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

### Information Sheet

Criteria	Rating
• provides all required information	
• includes relevant and interesting details	
• uses appropriate vocabulary, spelled correctly	
• shows appropriate organization of information	
• reproduces [Target Language] words and patterns in understandable form	

**Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

### Oral Presentation of the Information Sheet

	Rating			Comments
	Self	Peer	Teacher	
• presents information clearly				
• includes relevant or interesting details or features				
• speaks smoothly—most pauses occur at the end of phrases or sentences				
• uses a variety of vocabulary and language structures appropriate to the subject				
<b>Overall Rating for Oral Presentation</b>				

- Key:** 3 – Independently/minimal support  
 2 – With some support  
 1 – With continuing support  
 0 – Not demonstrated

## E-mail Letters to Keypal

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
<p><b>Outstanding</b> 5</p>	<p>Goes beyond the requirements of the task to demonstrate extended learning or new applications. Offers clear, relevant, and appropriate information. Includes interesting details or features. Asks questions about or makes comparisons with local community. Includes information about personal tastes, school, and community customs. Asks questions about comparable customs or behaviour patterns. Uses a variety of vocabulary and language structures. Spelling and mechanics do not interfere with meaning.</p>
<p><b>Good</b> 4</p>	<p>Information is clear, relevant, accurate, and offers some details. Asks questions and makes some comparisons with local community. Includes some information about personal tastes, school, and community customs. Asks questions about keypal's customs. Uses a range of useful vocabulary and structures, with some repetition. May include some structural errors, but these do not obscure meaning.</p>
<p><b>Satisfactory</b> 3</p>	<p>Writing is comprehensible but may be unclear in places, often because of problems with organization. Links between ideas may be weak or confusing. Includes general information about school and everyday life and asks some questions. Vocabulary tends to be basic and concrete. May include errors in word choice, structures, or surface features, but these do not seriously obscure meaning.</p>
<p><b>Minimally Acceptable</b> 2</p>	<p>Attempts to ask questions and provide general information. Supporting details may be confusing, irrelevant, or inappropriate. Vocabulary and patterns tend to be basic and repetitive. Writing may be incomprehensible in places because of errors in word choice, word order, or sentence structure. May be very brief. The writing tends to be repetitive and lacks a sense of general organization.</p>
<p><b>Not Yet Acceptable</b> 1</p>	<p>Information is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer's views.</p>

## Oral and Multimedia Presentation

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
<b>Outstanding</b> 6	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. The presentation has oral, visual, and musical components that contribute to a full understanding of the keypal. A wide range of visual aids and oral explanations enriches the presentation. Errors in language use do not detract from meaning.
<b>Strong</b> 5	Information is clear, relevant, accurate, and detailed. The presentation has oral, visual, and musical components, with visual aids and oral explanations that enrich the presentation. May include some repetition and structural errors, but these do not obscure meaning.
<b>Competent</b> 4	Information is clear, relevant, and accurate. Some detail is presented to support views, but links between ideas may be weak in places. The presentation has basic oral, visual, and musical components. Language and visual components tend to be basic and concrete. May include errors in tense or structure, but meaning is clear.
<b>Developing</b> 3	Information is relevant and accurate, but may be unclear in places. Some detail is presented to support views, but links between ideas may be weak or confusing. Presentation has few visual, oral, and musical components, which do not necessarily enrich the understanding of the keypal. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, structure, and occasionally, spelling (indicating that the student did not use a dictionary or other resources to check his or her work), but these do not seriously affect meaning.
<b>Underdeveloped</b> 2	Attempts to address the topic. Some accurate information is presented, but some of the supporting detail may be confusing, irrelevant, or inappropriate. Vocabulary tends to be basic and repetitive with little appropriate use of [Target Language] idiom. Errors in tense, structure, and spelling may make it difficult for the audience to understand the meaning in places. The presentation tends to be choppy, repetitive, and lacks a sense of logical organization.
<b>Requirements Not Met</b> 1	Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the audience to understand the presenter's view.

**GRADE 10****Topic:** *Friendship***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- communicate needs, desires, and emotions, giving reasons
- describe events and experiences
- communicate in past, present, and future
- participate in a variety of meaningful, real-life situations

***Acquiring Information****It is expected that students will:*

- retrieve, process, and adapt information from [Target Language] resources to complete meaningful tasks
- explain in detail acquired information in oral, visual, and written forms

***Experiencing Creative Works****It is expected that students will:*

- discuss and respond to authentic creative works from [Target Language] culture

***Understanding Cultural Influences****It is expected that students will:*

- compare and contrast their own customs to those of [Target Language] culture
- identify language, expressions, and behaviours that suit cultural context

**2. OVERVIEW**

The teacher developed a three-week unit on friendship that included:

- participating in oral activities
- developing web charts on personality traits
- creating public service announcements
- doing research on the Internet on friendship items

- creating visual and personal responses to a poem
- creating soap opera videos

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher distributed index cards to the students. Each student secretly recorded the name (in large print) of a famous person. The teacher gathered the cards and randomly taped one on each student's back.
- Students circulated around the room attempting to figure out who they were by asking questions that elicited yes or no responses only. When students had determined their identities, they sat down with the cards in front of them.
- The teacher put the students in groups and asked them to choose two of the famous people from the ones collected in their group. The teacher provided each group with chart paper, markers, and dictionaries and asked the students to brainstorm and web qualities and personality traits of the people on their chosen cards. The charts were placed around the room and students returned to their seats to write entries in their personal journals about which one of these famous people they would pick to be their friend and why.
- Students later shared their journal entries in groups. Together they agreed on the essential qualities of friendship. Groups were then asked to create 30-second public service announcements for TV or radio with the theme of the importance of friendship.
- The teacher presented a [Target Language] poem on friendship taken from a magazine, book, or the Internet. In pairs, using dictionaries, students derived meaning from the poem.

- Each student created a personal response to the poem using both written and visual formats (which included many forms, such as song, dance, art, Reader’s Theatre, and drama).
- For a final task, students worked together to create scenes inspired by real or imagined soap operas. The themes related to friendships and relationships. Students worked in groups to create storyboards and scripts, scout locations, obtain props and costumes, rehearse, and then film their scenes. They showed their videotapes to the class at the end of the unit. Students were also given the option of doing live presentations or computer-generated animations.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria with students.

##### ***Participation in Oral Activities***

*To what extent does the student:*

- follow instructions
- use [Target Language] to ask and respond to questions from other students
- respond to and support others in their use of [Target Language]
- take risks, show interest, and persevere

##### ***Webbing Personality Traits***

*To what extent does the student:*

- include relevant and interesting details
- show appropriate organization of information
- communicate an understandable message

##### ***Public Service Announcement***

*To what extent does the student:*

- speak comprehensibly
- accurately identify and describe the qualities of friendship
- take risks to include new or unfamiliar language that enhances each description
- correctly use the frames and vocabulary provided
- use gesture and expression to support communication

##### ***Visual and Written Personal Response to the Poem***

*To what extent does the student:*

*Visual*

- demonstrate an understanding of the content of the poem
- include relevant and creative detail
- show consideration for the audience (e.g., varied, eye-catching)
- provide a comprehensible message

*Written*

- show appropriate organization of information
- demonstrate an understanding of the content of the poem
- use a range of appropriate vocabulary, including new vocabulary from the poem, to support and enrich the message

##### ***Soap Opera Video***

*To what extent does the student:*

- attempt to model a soap opera
- use interesting language, details, or humour to engage the audience
- provide character development
- use a range of appropriate vocabulary and structures
- interact effectively with expression and show some spontaneity



**5. ASSESSING AND EVALUATING  
STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales, and discussed them in English before they began working on their assignments. Teachers and

students discussed and used the scales to assess and provide feedback on the public service announcements, poem responses, and soap opera videos. These scales were adapted and used throughout the year to assess visual, oral, and written work.

**Participation in Oral Activities**

	Date			
Criteria	Rating			
• follows instructions				
• uses [Target Language] to ask and respond to questions from other students				
• responds to and supports others in their use of [Target Language]				
• takes risks, shows interest, and perseveres				

- Key:** 3 – Independently/minimal support  
 2 – With some support  
 1 – With continuing support  
 0 – Not demonstrated

## Webbing Personality Traits

Rating	Criteria
<b>Outstanding 4</b>	Goes beyond the basic requirements to demonstrate additional learning. Web chart includes relevant and interesting details, shows appropriate organization of information, and communicates an understandable message.
<b>Good 3</b>	Complete and accurate. Includes relevant details, shows appropriate organization of information, and communicates an understandable message. May include minor errors.
<b>Satisfactory 2</b>	Basic. Includes required items. May omit some details.
<b>Requirements Not Met 1</b>	May be incomplete, inappropriate, or incomprehensible.

## Public Service Announcement

Criteria	Assessment*				Teacher Rating				
	Self	Peer				Group A	Group B	Group C	Group D
		Group A	Group B	Group C	Group D				
• speaks comprehensibly									
• accurately identifies and describes the qualities of friendship									
• takes risks to include new or unfamiliar language that enhances each description									
• correctly uses the frames and vocabulary provided									
• uses gesture and expression to support communication									

\* Students who worked together collaborated to assign self-ratings.

**Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

## Visual and Written Personal Response to the Poem

	Rating			Comments
	Self	Peer	Teacher	
<b>Criteria: Visual Response</b>				
• demonstrates an understanding of the content of the poem				
• includes relevant and creative detail				
• shows consideration for the audience (e.g., varied, eye-catching)				
• provides a comprehensible message				
<b>Overall Rating for Visual Response</b>				
<b>Criteria: Written Response</b>				
• shows appropriate organization of information				
• demonstrates an understanding of the content of the poem				
• uses a range of appropriate vocabulary, including new vocabulary from the poem, to support and enrich the message				
<b>Overall Rating for Written Response</b>				

**Key:** 3 – Independently/minimal support  
 2 – With some support  
 1 – With continuing support  
 0 – Not demonstrated

## Soap Opera Video

Rating	Criteria
<p><b>Outstanding</b> 5</p>	<p>Includes all components of the project. Strong attempt to engage the audience through use of interesting dialogue, character development, detail, costumes, props, and possibly humour. Uses a wide range of expressions and vocabulary with limited repetition. Creatively attempts to model a soap opera, with a sense of pacing and flow in the dialogue. May include minor errors in usage or pronunciation, but these do not detract from message.</p>
<p><b>Strong</b> 4</p>	<p>Includes components of the project. Attempts to engage the audience through dialogue, some character development, detail, costumes, props, and possibly humour. Uses a range of expressions and vocabulary with some repetition. Attempts to model a soap opera. May include errors in pronunciation, but message is still clearly communicated.</p>
<p><b>Satisfactory</b> 3</p>	<p>Meets requirements. Video lacks creativity; is without costumes, props, and character development. Major components of video are appropriate, but lack supporting detail or attempt to engage audience. Uses a limited range of expressions or vocabulary with repetition. Message is comprehensible, but errors may require more effort for audience to comprehend.</p>
<p><b>Needs Improvement</b> 2</p>	<p>Meets some requirements. Design of video impedes understanding. Includes most required information, but may be very brief, with little detail. In most cases, shows little awareness of audience—often little sense of communication. Soap opera format is not evident. May rely on simple, basic vocabulary and repeat the same structures. Errors interfere with communication.</p>
<p><b>Not Demonstrated</b> 1</p>	<p>Does not meet requirements. May be incomprehensible, inappropriate, or incomplete.</p>

**GRADE 11****Topic:** *Contemporary Issues***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- exchange opinions on topics of interest
- describe or narrate events, situations, or experiences
- use a range of vocabulary and expressions in past, present, and future
- interact in a variety of meaningful, real-life situations

***Acquiring Information****It is expected that students will:*

- retrieve, research, and use relevant information from [Target Language] resources to complete meaningful tasks
- summarize acquired information in oral, visual, and written forms

***Experiencing Creative Works****It is expected that students will:*

- compare, contrast, and respond to authentic creative works from [Target Language] culture

***Understanding Cultural Influences****It is expected that students will:*

- identify contemporary issues in [Target Language] culture
- demonstrate an understanding of similarities and differences between their own culture and that of [Target Language]
- identify and compare language, expressions, and behaviours that reflect cultural context

**2. OVERVIEW**

This unit was designed to give each student the opportunity to explore, in depth, a current social, political, or economic issue important to the [Target Language] world. Issues ranged from international trade policies to child poverty. All work was completed in [Target Language]. Evaluation was based on:

- group oral presentations
- scrapbooks or journals containing information about the issues presented
- individual creative works

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced the unit by showing the class a brief clip from a documentary video about child poverty in the [Target Language] country or region. Each student was asked to make three personal comments related to the film, and to share these with two other students. The teacher facilitated an open class discussion about other issues in the [Target Language] world that students were aware of.
- The class developed a list of vocabulary and language structures that were useful in talking about current events and issues. The teacher added to the list and modelled ways of using some of the phrases and structures to talk about social issues.
- Students formed small groups. The teacher provided a variety of current [Target Language] resources (magazines, newspapers, taped news broadcasts, news video clips) and asked the groups to identify all the current issues they could find that related to the [Target Language] world.

As the groups shared their lists, the teacher created a chart of the topics they suggested, including:

- environmental issues
  - the economy
  - immigration
  - political issues
  - child poverty
- Students conducted a Media Watch for one week. They listened to newscasts, read news magazines and other periodicals, read newspapers (local and on the Internet), and watched for references to any of the topics mentioned in class. Most of the Media Watch was conducted in English; however, students also consulted [Target Language] news resources provided by the teacher. Students recorded their observations in [Target Language] on sheets prepared by the teacher. Each sheet included the date, source, topic, and general editorial tone, as well as two or three key points.
  - Students formed groups of three. Each group chose an issue from the Media Watch to explore in depth. They gathered current information through a variety of authentic [Target Language] resources, including:
    - periodicals
    - newspapers, television
    - web sites
    - people and organizations from the country or region in question
    - art, music, and literature
 Students recorded the information in Media Watch booklets and met frequently with their groups to check on their progress and talk about what they were learning. The teacher provided assistance and feedback throughout the activity.
  - Each group used what it had learned to prepare an oral presentation about the issue. The teacher encouraged groups to choose a variety of formats for their presentations, and the class brainstormed a list of possibilities:
    - panel discussion
    - debate
    - talk show (taking on roles of different people interested in the issue)
    - case study
    - dramatization
    - video documentary
    - simulation of an actual situation
    - radio or television news broadcast or news magazine
    - simulated interviews with key individuals
  - The class established general requirements and criteria for the presentations, and the teacher developed and distributed a rating scale. Each group was also responsible for collecting peer evaluations of its presentation and summarizing these as part of a final self-assessment of the project.
  - As students listened to each presentation, they recorded key points and added these to a personal scrapbook or journal. The teacher encouraged students to include any other articles, creative works, or reflections in their books. In the scrapbook or journal, each student also prepared a one-page synopsis of the issue that his or her group had studied and presented.
  - At the end of the unit, the teacher provided models and reviewed useful vocabulary and structures. Students were asked to develop a creative work (e.g., song, poem, video clip, cartoon, story) in response to one of the issues that had touched them.

**4. DEFINING THE CRITERIA**

The teacher reviewed the expectations for each task and discussed the following criteria with students. The teacher emphasized that in all assignments, the most important feature would be students' ability to communicate meaning.

***Group Oral Presentation***

*To what extent does the student:*

- take a clear position (point of view)
- provide thorough and detailed information; include specific examples to help develop understanding of point of view
- respond to questions with appropriate information
- give a relatively smooth presentation (pauses do not interfere with comprehension)
- use intonation, body language, and visuals and props to support meaning
- use a variety of vocabulary, idiom, and language structures

***Scrapbook or Journal***

*To what extent does the student:*

- write clearly and in an understandable manner
- present information logically
- include accurate and relevant information
- include key aspects of the topic
- present a clear position or point of view (regarding own topic)
- offer reasons, examples, and details to support views
- include the following required elements:
  - key points recorded from each presentation
  - one-page written synopsis of the issue (own presentation)

- self-evaluation of contributions and participation in the unit
- bibliography that indicates use of a variety of appropriate [Target Language] resources

***Individual Creative Work***

*To what extent does the student:*

- convey the central theme or message
- offer a personal response or view about the issue
- include oral, written, or visual details, reasons, and/or examples to support response
- draw on elements of [Target Language] creative works
- use language and/or visual images in an evocative way

**5. ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments. For the group presentations, each student in the group received the same rating, except in unusual circumstances.

## Peer Evaluation of Group Oral Presentation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Give a mark out of 3 on each of the following:

- A. takes a clear position (point of view)
- B. provides thorough and detailed information; includes specific examples to help develop understanding of point of view
- C. responds to questions with appropriate information
- D. gives a relatively smooth presentation (pauses do not interfere with comprehension)
- E. uses intonation, body language, and visuals to support meaning
- F. uses a variety of vocabulary, idiom, and language structures

Rating Scale:  
 3 - Excellent  
 2 - Good  
 1 - Weak

Group	A Ideas	B Information	C Response	D Presentation	E Meaning	F Language	Total/18

**Comments**

The most interesting part of this presentation was:

What I would do differently:

My suggestion(s) to the presenters:

What I learned:



## Scrapbook or Journal

**Evaluation Criteria:**

- clearly written and easily understood
- organized logically
- includes accurate and relevant information
- complete; includes key aspects of the topic
- presents a clear position or point of view (regarding own topic only)
- offers reasons, examples, and details to support views (own topic and self-evaluation only)

Required Elements:	Rating	Weight	Comments
• key points recorded			
- presentation #1		1	
- presentation #2		1	
- presentation #3		1	
- presentation #4		1	
- presentation #5		1	
- presentation #6		1	
- presentation #7		1	
• one-page written synopsis of the issue (own presentation)		4	
• self-evaluation of contributions and participation in the unit		2	
• bibliography that indicates use of a variety of appropriate Spanish-language resources		2	

- Key:** 5—Criteria met at an excellent level.  
 4—Criteria met at a very good level.  
 3—Most criteria met at a satisfactory level.  
 2—Some criteria met at a satisfactory level.  
 1—Few criteria met at a satisfactory level.

## Individual Creative Works

Rating	Criteria
<p><b>Excellent</b> 5</p>	<p>Conveys the central theme or message and offers a personal response or view that engages audience (reader, viewer, or listener) in a powerful way. Uses language or images evocatively. May take risks to create an unusual or complex work. Draws effectively on elements of [Target Language] creative works.</p>
<p><b>Good</b> 4</p>	<p>Conveys a central idea or theme that reflects a personal response to the issue. Language, images, details, and/or examples add to the effect. Uses some elements of [Target Language] creative works.</p>
<p><b>Satisfactory</b> 3</p>	<p>Conveys a relevant idea or theme. Tends to focus on a literal interpretation. Language, images, details, and/or examples may be somewhat repetitive and trite. Tries to draw on elements of [Target Language] creative works.</p>
<p><b>Needs Improvement</b> 2</p>	<p>Attempts to address an issue, but focus is unclear. Tends to be vague. Images, details, or examples may be confusing or inappropriate. Errors in language may obscure meaning. Little or no attempt to draw on elements of [Target Language] creative works. May be very short.</p>
<p><b>Requirements Not Met</b> 1</p>	<p>Incomplete, inappropriate, or unintelligible.</p>

**GRADE 12**

**Topic:** *Legend, Folk Tale, or Traditional Story*

**1. PRESCRIBED LEARNING OUTCOMES*****Communicating***

*It is expected that students will:*

- exchange ideas, thoughts, and points of view, giving reasons and reactions
- describe, narrate, and analyse events, situations, or experiences
- use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future
- interact spontaneously in a variety of meaningful, real-life situations

***Acquiring Information***

*It is expected that students will:*

- retrieve, research, and analyse information from [Target Language] resources to complete meaningful tasks
- synthesize acquired information in oral, visual, and written forms

***Experiencing Creative Works***

*It is expected that students will:*

- analyse and respond to authentic creative works from [Target Language] culture

***Understanding Cultural Influences***

*It is expected that students will:*

- analyse and discuss how culture affects behaviour and attitude

**2. OVERVIEW**

The teacher developed a three-week unit for Grade 12 students on a [Target Language] legend, folk tale, or traditional story. Students read, analysed, and presented information on this story. The teacher used performance rating scales to evaluate students' reading

comprehension, written work, and oral presentations.

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- Students explored common attributes of legends, folk and fairy tales, and traditional stories (e.g., hero/villain archetypes). The ensuing “think-pair-share” (see sample on page C-35) class discussion included the importance of stories in a culture. Students took notes which they later used in individual and group assignments.
- In pairs, students created word-web/mind maps based around picture-prompts the teacher supplied from the story they would be studying. These word-webs contained students' predictions about the characters and plot of the story. They shared their word-webs and predictions with another pair.
- The teacher played a cassette recording of the story, omitting the ending. Students listened while reading a copy of the story.
- Before they heard the end of the story, students discussed possible endings. These were listed and later compared with the real ending. (Stronger students were challenged to write new endings to hand in.)
- After hearing the story, the class determined which, if any, common attributes this story shared with their word web/mind maps and predictions. Also, they analysed language elements and conventions such as *Once upon a time...*
- Students completed three comprehension activities:
  - They created a crossword based on vocabulary, characters, or plot and exchanged it with their partners (or another class).

- They completed a character chart as they read the story on their own.
- They received a list of key events from the story and rearranged the events into correct chronological order.
- Based on notes and discussions, students created a character card for each of the central characters. (These cards resembled hockey cards.)
- Students then each chose a character from the tale and created a character box to show their in-depth understanding of the character. Each student selected a container and eight items that were reflective of the character. Students also chose quotes from the story to support their choice of items. For example, in one box, the student included items such as a miniature paddle, birch bark, and a scroll. Students gave oral presentations of their character boxes, answering questions asked by the class.
- In pairs or small groups, students created posters or web sites promoting imaginary film versions of this story. Each poster or web site contained two to three critiques, a summary of the plot, a list of actors and roles, the director’s name, the title, and an image of the key element of the story.
- Students completed a jigsaw activity which compared the story to four other stories from [Target Language] culture (predetermined by the teacher). In their home groups, each student received one

**Character Card (Sample)**

Picture <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	Name _____  Age _____  Role in the story _____
Physical description _____ _____	
Character traits _____ _____	
A quotation that reveals something about the character _____ _____	

of four stories and a series of questions. They then moved into expert groups, where each group member had the same story. The members in each expert group read the story and answered the questions together. They then returned to their home groups and shared their learning.

**Character Chart**

Names of Characters	Physical Appearance	Character	Importance in the Story
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			

Questions included:

- Was there a hero/villain in your story?
- If yes, how did the hero/villain compare with the one in the story we read by the entire class?
- In what country/region did the story take place? What cultural references did you notice?
- What message or lesson does the story want to provide?
- In pairs, students completed research for reports on legends, folk tales, or traditional stories from the [Target Language] world (not covered in the jigsaw activity). Their reports analysed elements examined previously. During class presentation of the research reports, presenters answered spontaneous questions from the audience.
- In groups, students decided on creative ways of presenting the stories, staying true to the original texts. They were given the choice of performing a dramatic performance, creating and reading a large-size storybook, or presenting a PowerPoint story board. During their in-class rehearsals, students evaluated their peers, using the Peer Evaluation Sheet.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the following criteria with students. The teacher emphasized that in all assignments, the most important feature would be students' ability to communicate meaning.

##### *Word-web/Mind Map*

*To what extent does the student:*

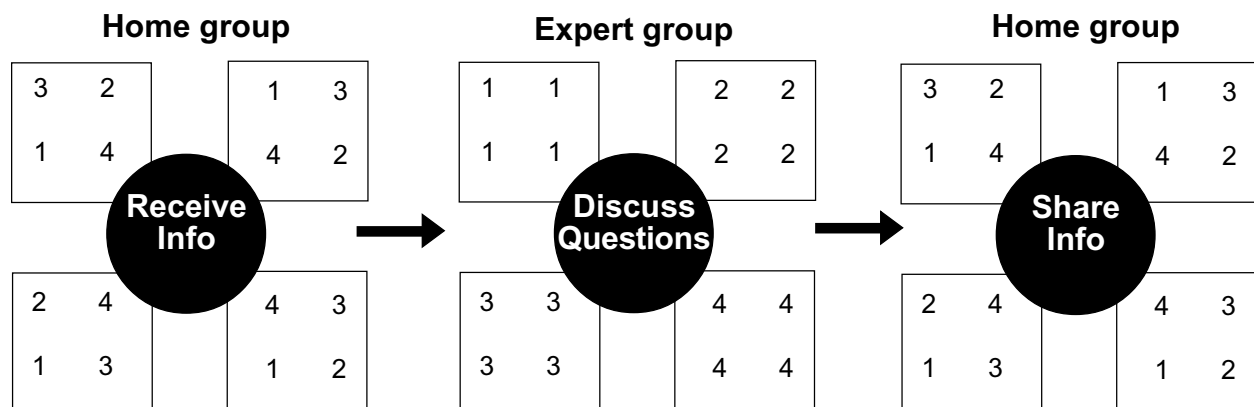
- predict the characters in the story
- predict the plot of the story
- include relevant and interesting details
- show appropriate organization of information
- spell key words and phrases correctly

##### *Comprehension Activities*

*To what extent does the student:*

- include all required information
- provide relevant detail
- show appropriate organization of information
- use appropriate vocabulary, spelled correctly

### Jigsaw Activity



***Character Card***

*To what extent does the student:*

- create an individual character card for each central character
- complete the personal information required for each central character
- create a visual resemblance of the chosen character
- include relevant and creative details
- provide consideration for the audience (e.g., varied, eye-catching)
- spell key words and phrases correctly

***Character Box***

*To what extent does the student:*

- create a character box that reflects the character
- include eight items representing key aspects of the character
- quote from the story to support choice of items
- explain how the objects relate to the character
- include relevant and creative details
- provide consideration for the audience (e.g., varied, eye-catching)
- use a wide range of useful vocabulary and appropriate idioms
- present expressively with some spontaneity

***Poster or Web Site***

*To what extent does the student:*

- provide all required information
- include relevant and interesting details with appropriate organization
- show consideration for audience (e.g., eye-catching, easy to understand)
- use appropriate and accurate patterns and frames to include known vocabulary and language structures
- show understanding of the story’s plot, characterization, and theme

***Prepared Oral Interactions and Discussions***

*To what extent does the student:*

- Meaning
  - provide clear, relevant, accurate, and detailed information
  - include appropriate research support or attribution
  - present credible reasons and explanations for views presented
- Language
  - support message with a wide range of vocabulary and idiom
  - use appropriate tense and structure
- Interaction
  - use strategies to maintain interaction and avoid communication breakdown (e.g., self-corrects, rephrases in [Target Language], adapts known structures to new situations)
  - communicate fluidly—pauses are brief and do not interfere with meaning

***Written Research***

*To what extent does the student:*

- Meaning
  - provide clear, relevant, accurate, and detailed information
  - include appropriate research support or attribution
  - present credible reasons and explanations for views presented
- Language
  - support message with a wide range of vocabulary and idiom
  - make only minor errors in tense or structure, which do not reduce effectiveness
- Organization
  - organize ideas clearly and logically to enhance message
  - use clear and appropriate transitions

***Creative Presentation***

*To what extent does the student:*

- include all the elements of the story
- show evidence of creativity
- create an engaging and interesting presentation
- provide a clear message

**5. ASSESSING AND EVALUATING  
STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments. Comprehension-type activities in this unit were marked for completion only. The teacher marked four assignments for each student.

**Word-Web/Mind Map**

Criteria	Rating
• predicts the characters in the story	
• predicts the plot of the story	
• includes relevant and interesting details	
• shows appropriate organization of information	
• spells key words and phrases correctly	

- Key:** 3 – Independently/minimal support  
 2 – With some support  
 1 – With continuing support  
 0 – Not demonstrated

### Comprehension Activities

Criteria	Rating
• includes all required information	
• provides relevant detail	
• shows appropriate organization of information	
• uses appropriate vocabulary, spelled correctly	

**Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

### Character Card

Criteria	Rating
• creates an individual character card for each central character	
• completes the personal information required for each central character	
• creates a visual resemblance of the chosen character	
• includes relevant and creative details	
• provides consideration for the audience (e.g., varied, eye-catching)	
• spells key words and phrases correctly	

**Key:** 3 – Independently/minimal support  
 2 – With some support  
 1 – With continuing support  
 0 – Not demonstrated



## Character Box

Criteria	Rating
<ul style="list-style-type: none"> <li>creates a character box that reflects the character</li> </ul>	
<ul style="list-style-type: none"> <li>includes eight items representing key aspects of the character</li> </ul>	
<ul style="list-style-type: none"> <li>quotes from the story to support choice of items</li> </ul>	
<ul style="list-style-type: none"> <li>explains how the objects relate to the character</li> </ul>	
<ul style="list-style-type: none"> <li>includes relevant and creative details</li> </ul>	
<ul style="list-style-type: none"> <li>provides consideration for the audience (e.g., varied, eye-catching)</li> </ul>	
<ul style="list-style-type: none"> <li>uses a wide range of useful vocabulary and appropriate idioms</li> </ul>	
<ul style="list-style-type: none"> <li>presents expressively with some spontaneity</li> </ul>	

**Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

## Poster or Web Site

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
<b>Outstanding</b> 5	Detailed, insightful, and creative. Engages audience through use of images, font, and interesting detail. Focuses on appeal to audience. Plot descriptions of imaginary film and critiques are fully developed using a wide range of appropriate vocabulary and language structures. Offers detailed and compelling analyses.
<b>Well-developed</b> 4	Complete and accurate. Attempts to include a range of creative details to engage audience. Offers a comprehensible, accurate description of plot using a range of expressions and structures. Communicates message clearly.
<b>Satisfactory</b> 3	Meets requirements. Design lacks creativity. Major components of poster or web site are appropriate, but may offer few supporting details or attempts to engage audience. Lacks accuracy in plot and critique description. Message is comprehensible, but may take effort on part of audience. Errors may detract from understanding.
<b>Needs Improvement</b> 2	Meets some requirements. Design detracts from the information. Includes most required information, but may be very brief, with little detail. In most cases, shows little awareness of audience—often little sense of communication. Understanding of plot is weak. Relies on simple, basic vocabulary and structures with frequent repetition. Errors may interfere with communication.
<b>Requirements Not Met</b> 1	Does not meet requirements. May be incomprehensible, inappropriate, or incomplete.

### Research Notes

Criteria	Rating					
	Self			Teacher		
<ul style="list-style-type: none"> <li>written entirely in understandable [Target Language]</li> </ul>	3	2	1	3	2	1
<ul style="list-style-type: none"> <li>clearly organized</li> </ul>	3	2	1	3	2	1
<ul style="list-style-type: none"> <li>reflects effective research (including at least two [Target Language] library or electronic resources)</li> </ul>	3	2	1	3	2	1
<ul style="list-style-type: none"> <li>includes relevant, detailed, and accurate information</li> </ul>	3	2	1	3	2	1

**Key:** 3 – Good  
 2 – Satisfactory  
 1 – Needs improvement

## Written Report

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
<b>Outstanding</b> <b>6</b>	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. Includes credible reasons and explanations. Wide range of vocabulary and idiom supports message and enriches expression. Errors in language use do not detract from meaning.
<b>Strong</b> <b>5</b>	Information is clear, relevant, accurate, and detailed. Includes credible reasons and explanations to support views. Uses a range of useful vocabulary, idiom, and structures, with some repetition. May include some structural and tense errors, but these do not obscure meaning.
<b>Competent</b> <b>4</b>	Information is clear, relevant, and accurate. Presents some detail to support views, but links between ideas may be weak in places. Structures tend to be repetitive, and there are few transition words, resulting in a lack of flow. Vocabulary and idiom tend to be basic and concrete. May include errors in tense or structure, but meaning is clear.
<b>Developing</b> <b>3</b>	Information is relevant and accurate, but may be unclear in places. Presents some detail to support views, but links between ideas may be weak or confusing. May misuse or omit transition words. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, structure, and occasionally, in spelling (indicating the student did not use a dictionary or other resources to check his or her work), but these do not seriously affect meaning.
<b>Underdeveloped</b> <b>2</b>	Attempts to address the topic. Presents some accurate information, but some of the supporting detail may be confusing, irrelevant, or inappropriate. Vocabulary tends to be basic and repetitive with little appropriate use of [Target Language] idiom. Errors in tense, structure, and spelling may make it difficult for the reader to understand the meaning in places. Transition words may be omitted or misused. The writing tends to be choppy, repetitive, and lacks a sense of logical organization.
<b>Requirements Not Met</b> <b>1</b>	Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer's view.

## Creative Presentation

### Peer Evaluation Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Presenters: \_\_\_\_\_

	Excellent	Good	Weak
All the elements are included.	3	2	1
Creativity is evident.	3	2	1
Presentation is appropriate and interesting.	3	2	1
Message is clear.	3	2	1
<b>Total:</b>	/12		

**Comments:**

The most interesting part of this presentation was: \_\_\_\_\_

\_\_\_\_\_

What I would do differently: \_\_\_\_\_

\_\_\_\_\_

Suggestion(s) for the presenters: \_\_\_\_\_

\_\_\_\_\_

What I learned: \_\_\_\_\_

\_\_\_\_\_

## Prepared Oral Interactions and Discussions

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
<b>Outstanding 6</b>	Information or message is clear, complete, and appropriate to topic. Interaction is effective, expressive, and shows some spontaneity; may include some short pauses. Wide range of useful vocabulary and appropriate idioms. May include errors in tense and structure, but these do not reduce the effectiveness of the information.
<b>Strong 5</b>	Information or message is generally clear and easy to understand. Interaction is sustained and expressive, but may be hesitant. Some variety in vocabulary; may include some errors in idiom. May include structural and tense errors, but these do not obscure the message.
<b>Competent 4</b>	Information or message is appropriate to topic. Interaction is sustained but may be hesitant with frequent short pauses; some expression. Appropriate, basic vocabulary; may include errors in idiom. May include errors in tense and structure which weaken but do not interfere with the message.
<b>Developing 3</b>	Information or message is appropriate to topic, but may be unclear in parts. Interaction is hesitant, with long pauses; some expression. Vocabulary tends to be basic and repetitive, with little appropriate use of [Target Language] idiom. Errors in tense and structure interfere with the message.
<b>Underdeveloped 2</b>	Some parts of the information or message are unclear and may be inappropriate. Interaction is stilted, with little or no expression, and extremely hesitant, with very long pauses. Vocabulary is minimal and repetitive, with little appropriate use of [Target Language] idiom. Errors in tense and structure undermine the message.
<b>Requirements Not Met 1</b>	Information or message is unclear, incomplete, or inappropriate. No interaction or flow of language.

**INTRODUCTORY 11****Topic:** *Memories***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- ask for information, permission, and clarification and respond accordingly
- describe and exchange information about activities, people, places, and things
- communicate in past, present, and future
- participate in a variety of meaningful, real-life situations
- derive meaning in new language situations

***Acquiring Information****It is expected that students will:*

- explain acquired information in oral, visual, and simple written forms
- extract, retrieve, and process information from [Target Language] to complete meaningful tasks

**2. OVERVIEW**

The teacher developed a series of activities over a two-week period in which students shared memories from different times in their lives, real or fictional, as well as something students would like to accomplish in the future. The teacher used performance rating scales to evaluate students' reading comprehension, oral presentations, spontaneous oral responses, and written work.

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced the unit by showing the class a number of objects and photos that represented events and relationships in the teacher's own life. The teacher described each object, along with the memories it evoked. During this activity, the teacher modelled a variety of vocabulary and patterns that could be used to describe past events.
- The teacher explained that students would also be sharing some of their memories with the class, using objects and photos to accompany their presentations. Students were given the choice of whether they wanted to present actual events and memories from their lives or to invent fictional material.
- The class brainstormed a list of some significant moments they had experienced, for example:
  - learning to ride a bike
  - moving
  - first day of school
  - best day at school
  - a favourite holiday
  - a special gift
  - an important family relationship
  - getting a driver's licence
- The teacher provided students with a short article to read about a well-known [Target Language] person. The article described the person's childhood and made connections to the person's accomplishments as an adult.
- The class discussed the information in the article and identified key vocabulary and structures used to describe past experiences.

- In small groups, students created lists of useful language for describing past and future experiences. They brainstormed words and phrases they had previously learned, looked through magazines and other written material, and used their dictionaries. The teacher compiled the lists from each group into a class chart.
- In [Target Language], each student prepared a list of ten significant moments or memories (real or invented) that he or she could comfortably share with the class. Students consulted classmates, the teacher, and other resources for vocabulary as they worked. For each event or memory, they recorded brief descriptions that included what happened, who was involved, and when it occurred. Students gave their lists to the teacher, who used the information to create a “people search” chart. Students then interviewed their classmates (in Target Language) to fill out the chart with information such as the following:  
*Are you the person who...*
  - *went on a vacation to Hawaii?*
  - *has a new sister-in-law?*
  - *got a car for your birthday?*
- The teacher circulated, observing students and offering assistance and feedback about their oral use of language.
- The teacher repeated the activity, focusing on future plans. These could be real plans or fictional (e.g., I want to ride in a hot-air balloon, I plan to be a lion-tamer in the circus).
- The teacher asked each student to prepare a short oral presentation describing three favourite memories and one of their future plans. The presentation also had to include an object or photo for each memory or future plan. The teacher reminded students that they could present real or fictitious information.
- The class discussed criteria for the presentations and expanded on the list of useful vocabulary and structures.
- Students practised their presentations with partners, who provided feedback and support. They also practised asking and responding to questions.
- Students then took turns presenting their past and future memories to the class. At the end of each presentation, classmates were encouraged to ask questions. The teacher provided a recording form that students completed using information from the presentations. Information included:
  - the name of the presenter
  - the three memories described
  - the one future plan
  - description of the objects or photos
 Students also recorded the questions they asked during the presentation.
- Students were asked to select their favourite memory or future plan and either write a short paragraph about it, draw a cartoon with captions, or write a song or poem.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the following criteria with students. The teacher explained that in all assignments, the most important feature would be students’ ability to communicate meaning.

##### **Oral Presentation**

*To what extent does the student:*

- do their presentation entirely in understandable [Target Language]
- provide relevant information and examples for three memories and one future plan



- sustain use of [Target Language]—may pause or hesitate frequently, but pauses do not impede communication
- pronounce most words accurately or approximately and attempt to model correct intonation
- self-correct as needed (e.g., restarting, repeating a word or phrase)
- use appropriate verb tenses and language structures to differentiate among past, present, and future time
- attempt to engage the audience by including interesting or humorous details or by using new or unfamiliar language

### ***Listening Record***

*To what extent does the student:*

- include all required information
- include at least three appropriate questions

### ***Creative Response to Memories***

*To what extent does the student:*

- include relevant and creative detail
- show consideration for the audience (e.g., varied, eye-catching)
- provide a comprehensible message
- show appropriate organization of information
- attempt to engage the reader
- use a range of appropriate vocabulary, including new vocabulary to support and enrich the message

## **5. ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments.

## Memories Oral Presentation

Criteria	Rating	Comments
<ul style="list-style-type: none"> <li>is comprehensible (the presentation makes sense and is easy to follow)</li> </ul>		
<ul style="list-style-type: none"> <li>provides relevant information and examples for three memories and one future plan</li> </ul>		
<ul style="list-style-type: none"> <li>sustains use of [Target Language]—may pause or hesitate frequently, but pauses do not impede communication</li> </ul>		
<ul style="list-style-type: none"> <li>pronounces most words accurately or approximately and attempts to model correct intonation</li> </ul>		
<ul style="list-style-type: none"> <li>self-corrects as needed (e.g., restarting, repeating a word or phrase)</li> </ul>		
<ul style="list-style-type: none"> <li>uses appropriate verb tenses and language structures to differentiate among past, present, and future time</li> </ul>		
<ul style="list-style-type: none"> <li>attempts to engage the audience by including interesting or humorous details or by using new or unfamiliar language</li> </ul>		
<b>Overall Rating</b>		

- Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

## Listening Record

Rating	Criteria
<b>Strong</b> 4	All required information is recorded clearly and accurately.
<b>Satisfactory</b> 3	Most required information is recorded clearly and accurately.
<b>Partial</b> 2	Some accurate information is recorded for at least two memories; may be vague or hard to follow in places.
<b>Weak</b> 1	Some accurate information is recorded; may be somewhat confusing.
Questions Asked During Presentations	
<b>Strong</b> 4	All three questions are clear, logical, and appropriate (i.e., call for clarification or elaboration of information not previously presented).
<b>Satisfactory</b> 3	Two questions are clear, logical, and appropriate.
<b>Partial</b> 2	At least two questions are understandable and appropriate.
<b>Weak</b> 1	Attempts to ask at least one question. Unclear; may be irrelevant or illogical.

## Visual or Written Creative Response to Memories

Criteria	Rating	Comments
<b>Criteria: Visual Response</b>		
<ul style="list-style-type: none"> <li>includes relevant and creative detail</li> </ul>		
<ul style="list-style-type: none"> <li>shows consideration for the audience (e.g., varied, eye-catching)</li> </ul>		
<ul style="list-style-type: none"> <li>provides a comprehensible message</li> </ul>		
<b>Overall Rating for Visual Response</b>		
<b>Criteria: Written Response</b>		
<ul style="list-style-type: none"> <li>shows appropriate organization of information</li> </ul>		
<ul style="list-style-type: none"> <li>attempts to engage reader</li> </ul>		
<ul style="list-style-type: none"> <li>uses a range of appropriate vocabulary, including new vocabulary, to support and enrich the message</li> </ul>		
<b>Overall Rating for Written Response</b>		

**Key:** 3 – Independently/minimal support  
 2 – With some support  
 1 – With continuing support  
 0 – Not demonstrated

# Generic Assessment Tools

### STUDENT JOURNALS

Assessment of student performance may also be supported through the use of journals. Student journals are powerful tools for encouraging students to reflect on their experiences. Journals may be quite structured, or they may be general reviews of the events of the week in the [Target Language] class. Entries may comment on specific activities or provide broad reflections on progress or issues.

A journal is an important method of communication between student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance to develop skills.

Teachers can respond to student journals in letters, with short comments in the journal, or verbally to students.

#### Prompts for Daily Journal Reflections

*Today we talked/learned/participated in \_\_\_\_\_ .*

*I tried to:*

*I asked:*

*I found out:*

*I wish I had:*

*One question I'm taking away to think more about is:*

*The steps I took to participate effectively were:*

*The problems I encountered were:*

*To solve these problems I:*

*The resources and people I used to help were:*

#### Reflection Activity/Project

Student name:

Date:

Activity/Project Title

Activity/Project description

*The most surprising aspect of this activity/project for me was:*

*I would like to find out more about:*

*If I were to do this activity/project again I would:*

*I could help a student who is doing a similar activity/project by:*

*The biggest problem I had was:*

*I solved this problem by:*

*What I enjoyed most about this activity/project was:*

### STUDENT/TEACHER INTERVIEWS

Interviews can provide valuable information about the understanding, thoughts, and feelings of students about [Target Language]. Interviews may give students opportunities to reflect on the unit of study and the teacher a chance to gather information about students' knowledge and attitudes, as well as diagnose student needs. An interview may take the form of a planned sequence of questions which lead to open-ended discussions, or require independent completion of specific questions. Informal interviews between the teacher and students should take place on a regular basis throughout instruction.

**Student/Teacher Interviews**

<b>Questions</b>	<b>Teacher's Notes</b>
<ul style="list-style-type: none"> <li>• How do you feel about your participation in this activity?</li> <li>• What do you think about _____?</li> <li>• How does your group feel about you?</li> <li>• Did you have any new thoughts when _____?</li> <li>• How did you go about _____?</li> <li>• Tell me another way of doing _____?</li> <li>• What would happen if _____?</li> <li>• Why did you _____?</li> <li>• What did or did not work?</li> <li>• Tell me what you learned from _____.</li> <li>• What else would you like to know?</li> <li>• Is there anything you would like to change?</li> <li>• How well do you think you've done?</li> <li>• Tell me how or where you might use _____?</li> <li>• What communication skills did you teach or learn?</li> </ul>	

This form to be translated into [Target Language] for use with students with more advanced language skills.

## Peer Assessment Sheet for Students

Name: \_\_\_\_\_

Presenter: \_\_\_\_\_

The most enjoyable part of this presentation was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The part I would do differently is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One suggestion I have for the presenter is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One thing I learned in [Target Language] that I could use in another situation is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**CHECKLISTS**

Checklists allow the teacher to observe the entire class “at a glance.” They provide quick reference sheets that can identify specific information regarding student attitudes, knowledge, or skills. Checklists allow the teacher to create individual record-keeping systems, such as by date, level of skill

proficiency, or use of a simple checkmark identifying a *yes* or *no*. Checklists can be useful in developing learning profiles that indicate growth over time. Checklists may be created to gather information about student co-operation, participation, attitude, leadership, or skill development.

<b>Group Observation Form</b>				
Student Name: _____ Block: _____				
Course: _____ Class/block: _____ Date: _____				
Skill/Concept: _____				
Criteria to be observed				
	Good 4	Satisfactory 3	Improving 2	Experiencing Difficulty - 1
Names of Students				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

### Participation Profile

Class/Block: \_\_\_\_\_ Date: \_\_\_\_\_

Activity(ies): \_\_\_\_\_

Student Names

Effort on task								
Encourages others to participate								
Enjoys participating								
Participates willingly								
Participates when encouraged								
Reluctant to participate								



# APPENDIX D

---

*Acknowledgements*



Many people contributed their expertise to this document. The project co-ordinator was Robin Rasmussen of the Ministry of Education, Skills and Training, working with ministry personnel and our partners in education. We would like to thank all who participated in this process.

**THE LANGUAGES TEMPLATE 5 TO 12 DEVELOPMENT PACKAGE WRITING TEAM**

---

**Lee Gunderson**

University of British Columbia  
(Language Education Department)

**June Hunter**

Ministry of Education, Skills and Training  
(French Programs Branch)

**Gwyneth Kingham**

School District No. 65 (Cowichan)

**Dinah Lewis**

University of British Columbia  
(Language Education Department)

**Friedl Oelschlagel**

School District No. 22 (Vernon)

**Doris Sandri-Welsh**

School District No. 39 (Vancouver)

**Daisy Sewid-Smith**

(Kwakwaka'wakw)  
School District No. 72 (Campbell River)

**THE INTERNATIONAL LANGUAGES OVERVIEW TEAM**

---

**John Bracey**

British Columbia Confederation of Parent  
Advisory Councils

**Patricia Duff**

Faculties of Education, BC Universities

**Barbara Gauthier**

BC Principals' and  
Vice-Principals' Association

**Keith Gray**

Business Council of British Columbia

**Jörg Roche**

BC Universities

**Marisa Romilly**

BC Heritage Language Association

**Gerald Scholefield**

British Columbia School  
Superintendents' Association

