



***FRENCH*** AS A SECOND LANGUAGE

***NINE-YEAR***

***PROGRAM ARTICULATION—***

***(Grade 10 to Grade 12)***

**Consultation Draft**

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For further information, contact:

Alberta Education  
French Language Education Services Branch  
9<sup>th</sup> Floor, 44 Capital Boulevard Building  
10044 – 108 Street NW  
Edmonton, Alberta T5J 5E6

Telephone: 780-427-2940 in Edmonton or  
toll-free in Alberta by dialing 310-0000  
Fax: 780-422-1947  
E-Mail: [LSB@edc.gov.ab.ca](mailto:LSB@edc.gov.ab.ca)

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A PDF version of this draft resource is available at <<http://education.alberta.ca/francais/progres/compl/fsl/niney.aspx>>.

Section three, *Planning for Communication*, can be downloaded as a Word document at <<http://education.alberta.ca/francais/progres/compl/fsl/niney.aspx>>.

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# Preface

The French as a Second Language (FSL) Program Articulation has been prepared to assist teachers with the implementation of the Nine-year FSL Program of Studies. It is meant to support the FSL Nine-year Program of Studies.

## **What Is the Purpose of the *French as a Second Language Program Articulation*?**

The FSL Program Articulation assists teachers with the planning and implementation of the general and specific learner outcomes from the program of studies. As well, this document supports teachers as they work toward the over-arching goal of the 2004 French as a Second Language Program of Studies, which is to produce students who are able to function in the French language and culture beyond the confines of the classroom. (*French as a Second Language Nine-year Program of Studies, Alberta Education, p. 8*)

The *FSL Program Articulation* is comprised of three distinct parts:

### **1. Scope and Sequence**

The Scope and Sequence reconfigures the general and specific learner outcomes for planning and for instructional purposes. It provides teachers the breadth of the program of studies in table format.

### **2. Communicative Functions (Targets)**

The Communicative Functions (Targets) articulate, specifically, what students do in French at each grade level. The numbered Communicative Functions (Targets) statements used in the Program Articulation are not found in the FSL program of studies; however, the headings and statements used have been introduced in the *Program Articulation* document to clarify the purpose and intent of the general and specific learner outcomes of the program of studies.

The use of general learner outcomes, cluster headings, Communicative Functions (Targets) and specific learner outcomes provides teachers with a comprehensive approach to planning instruction and assessment.

### **3. Planning for Communication**

The purpose and intent of the Planning for Communication is to help teachers plan for communicative activities. Teachers can use “The Planning for Communication” section to record information about their instruction and assessment.

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