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FRENCH AS A SECOND LANGUAGE CURRICULUM REVIEW

**RECOMMENDATIONS AND SUPPORTING EVIDENCE
TO THE MINISTRY OF EDUCATION REVIEW TEAM:**

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**CANADIAN PARENTS FOR FRENCH (ONTARIO)
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TABLE OF CONTENTS

| | |
|---|----------|
| Introduction | 3 |
| Strengths current curriculum | 3 |
| Use of curriculum documents | 3 |
| Desired curriculum documents | 4 |
| Implementation of new documents | 6 |
| Local/global changes since 1998 that impact the review | 6 |
| Specific Improvements | 7 |
| Introduction: | 7 |
| • Importance | 7 |
| • principles | 12 |
| • roles and responsibilities | 14 |
| The French Official Language Program: policy and programs | 22 |
| • core | 24 |
| • intensive core | 26 |
| • extended | 27 |
| • immersion | 29 |
| • alternative delivery, other subjects, IB/AP/Specialist | 32 |
| Curriculum Expectations | |
| • EQAO | 34 |
| • international baccalaureate | 36 |
| • social skills and cultural awareness strand | 37 |
| • assessment and evaluation | 39 |
| Considerations in Program Planning | 40 |
| • instructional approaches | 40 |
| • cross-curricular and integrated learning | 42 |
| • special education needs | 43 |
| • allophones | 46 |
| • anti-discrimination | 47 |
| • literacy and inquiry/research skills | 48 |
| • library | 49 |
| • technology | 50 |
| • career | 51 |

| | |
|------------------------------------|----|
| • skills | 51 |
| • cooperative and experiential | 52 |
| • specialist high skills major | 53 |
| Curriculum Expectations for Grades | 54 |

Introduction

Canadian Parents for French (CPF) is the national network of volunteers that values French as an integral part of Canada and is dedicated to the promotion and creation of French second language learning opportunities for young people in Canada.

CPF Ontario appreciates the opportunity to provide input to the Ministry of Education to the review of the French as a second language curriculum documents for grades 1 -12. On February 18, 2009, representatives of CPF Ontario met with Ministry staff as part of the consultation process. This brief and recommendations is submitted as follow up to that meeting and outlines key areas for consideration in the revision of the French curriculum documents.

The strengths of the current FSL curriculum are that:

1. we have a curriculum for FSL
2. it frames the intention/purpose of French language learning and programs
3. it refers to research
4. it refers to the relationship between outcomes and instructional time
5. it has a section for Exceptional Students
6. includes description of programs

French, Official Language Curriculum Documents are used:

1. continually in discussions about programs by parents and school boards
2. to communicate program objectives to parents and trustees
3. to hold Boards to account in meeting program standards
4. to support primary and junior entry points
5. to limit innovation in program delivery models
6. to justify the elimination of late entry programs
7. by new teachers
8. rarely after initial release by experienced teachers

Desired French, Official Language Curriculum Documents

| Desired French, Official Language curriculum documents will: | Desired French, Official Language curriculum documents are supported by these rationale: |
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| 1. support the parent objective – to have students learn French and use this skill with confidence | <p>Bilingual country, more opportunities in the future, improved cognitive skills, more tolerant</p> <p>Student achievement includes French proficiency.</p> |
| 2. support the inclusion of all Ontario students in achieving their French proficiency goals | <p>Access to French, Official Language Programs is not guaranteed across Ontario.</p> <p>Students are excluded because they don't have access to and/or can't pay for transportation, programs are artificially capped, they lose lotteries, they are screened, they arrived after early entry points, their parents did not choose early entry, their parents were not informed about the benefits of learning French, they are allophones, they came from other countries they need distance/e-learning, the program mix did not fit their needs, they have timetable conflicts.</p> <p>Students are counseled out of French, Official Language Programs because they have exceptionalities, they have different learning styles, they are boys, they have a poor attitude about school and because teachers and administrators do not understand the objectives of the programs.</p> |
| 3. set proficiency goals using the Common European Framework for each program | <p>Common European Framework describes the components of language teaching, learning and evaluation linking these components to six levels of proficiency which can be used to set standards at successive stages of learning in an international framework.</p> <p>Ontario French language learners, parents, educators and employers need:</p> <ul style="list-style-type: none"> • a tracking system to demonstrate |

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| | <p>proficiency for real life requirements for life long learning,</p> <ul style="list-style-type: none"> • a way to set program goals and report outcomes • a consistent standard across the province, country and internationally • a clear definition of 'functional bilingualism' |
| 4. be based on the natural acquisition of language | <p>All French language learners, not just immersion students need to be taught essential communication with aural and oral emphasis. Understanding (listening and reading), speaking (interaction and production) and writing skills develop on a continuum as they do with the mother tongue.</p> <p>For example, curriculum expectations can no longer put 'Je veux' in grade 7 core French, Expressing needs, understanding basic classroom instructions, most used verbs (as opposed to easiest to conjugate) and commonly needed expressions and constructions for communication must be the starting point of the curriculum expectations with the expectations building, developing and refining proficiency progressively and naturally.</p> |
| 5. explicitly include social skills and cultural awareness of La Francophonie | Will help to support the parent objective of using French with confidence, particularly in the real francophone world and will explicitly inform students about francophones in order to build tolerance and relationships. |
| 6. tie school boards to provincial and federal objectives in French, Official Language Programs | Will address the disconnect between the explicit objectives of the province and the lack of knowledge of these objectives at the levels where program delivery occurs. |
| 7. have common introduction, program descriptions, program planning, etc, and will only differ for specific expectations & proficiency outcomes for core, extended, immersion and for prerequisite/credit related information for secondary | Will ensure consistency of presentation of French, Official Language programs, policy, language and definitions across the grades and divisions. |

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| <p>8. will call FSL :'French, Official Language' and abandon the word 'optional' when describing French programs.</p> | <p>French Second Language (FSL) as a descriptor excludes the allophone population (49% of Toronto). 'Official Language' directly links French programs to Official Languages policy and funding. Once a school board has taken the 'option' to offer more intensive French programs, the continued use of the word 'optional' to describe that program demeans the offering.</p> |
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New French, Official Language Curriculum Documents will need to be implemented with:

1. A review of existing Trillium List materials.
2. A strong and broad communication plan.
3. New funding, with accountability requirements.
4. Collaboration with teacher pre-service training programs
5. A consistent Ministry of Education Policy on French Official Language programming, proficiency, delivery, assessment and goals

Local/global changes since 1998 that impact the curriculum review:

1. Change of leadership
2. Improved funding for education and FSL
3. Increased allophone (mother tongue neither English nor French) population
4. Increased mobility of population
5. Declining overall enrolment
6. Less crowding in school buildings
7. Average annual increase of 3.1% in French immersion enrolment
8. Average annual decrease of 1.6% in Core French enrolment
9. Addition of International Baccalaureate programs, Advanced Placement programs and High School Specialist Majors
10. Pilot of intensive core French
11. Shift to early and junior entry point for immersion/extended
12. Globalization.

SPECIFIC IMPROVEMENTS TO FSL CURRICULUM DOCUMENTS:

| Curriculum Content | Rationale and References |
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| <p>INTRODUCTION</p> <p>French and English are the Official Languages of Canada. As such, under the Official Languages Act, the Government of Canada and the Province of Ontario recognize that they have a responsibility “to provide everyone with the opportunity to learn French and English as a second language”. Canada-Ontario Agreement on Minority Language Education and Second-Language Instruction 2005-2006 to 2008-2009</p> <p>All Ontario school boards are required to offer 40 minutes/day of French instruction from grades 4 – 8, called Core French and all Ontario students are required to get one secondary school credit in French. School boards may offer more intensive programs, such as, French immersion and extended French.</p> | <p>Rationale: 6</p> <p>Note: Update/date change will be needed when new agreement signed.</p> |
| <p><i>The Importance of French</i></p> <ol style="list-style-type: none"> 1. in Canada and the world 2. enhances literacy skills 3. enhances reasoning, problem solving, creative thinking skills 4. increases capacity to understand and respect other | <p>Rationale: 6</p> <p>References: FSL Ext 4 -8/Imm 1-8, 2001 p 3 (hard copy), p 4 (electronic copy)</p> |

- cultures, especially French culture in Canada
5. fosters tolerance
 6. equips students for the workplace in Canada and internationally
 7. equips students for post-secondary studies
 8. begins life long learning
 9. builds on allophone skills

Expand: to emphasize importance.

Discontinue: use of word 'aim', substitute 'goal'.

The Aims of Extended French and French Immersion Programs

The principal aim of the Extended French and French Immersion programs is to provide students with the skills they need to communicate in a second language, and thereby to enhance their ability to perform effectively and meet with success in a rapidly changing global economy.

Note:

'Aim' can be confused with the AIM program.
'Goal' is more direct.

Math G 1 – 8, 2005 p 3:

The Importance of Mathematics

An information- and technology-based society requires individuals who are able to think critically about complex issues, analyse and adapt to new situations, solve problems of various kinds, and communicate their thinking effectively. The study of mathematics equips students with knowledge, skills, and habits of mind that are essential for successful and rewarding participation in such a society. To learn mathematics in a way that will serve them well throughout their lives, students need classroom experiences that help them develop mathematical understanding; learn important facts, skills, and procedures; develop the ability to apply the processes of mathematics; and acquire a positive attitude towards mathematics. The Ontario mathematics

curriculum for Grades 1 to 8 provides the framework needed to meet these goals.

Learning mathematics results in more than a mastery of basic skills. It equips students with a concise and powerful means of communication. Mathematical structures, operations, processes, and language provide students with a framework and tools for reasoning, justifying conclusions, and expressing ideas clearly. Through mathematical activities that are practical and relevant to their lives, students develop mathematical understanding, problem-solving skills, and related technological skills that they can apply in their daily lives and, eventually, in the workplace.

Mathematics is a powerful learning tool. As students identify relationships between mathematical concepts and everyday situations and make connections between mathematics and other subjects, they develop the ability to use mathematics to extend and apply their knowledge in other curriculum areas, including science, music, and language.

Supporting English Language Learners, 2008, p 8

Understanding the bilingual advantage

Students who see their previously developed language skills acknowledged by their teachers and parents are more likely to feel confident and take the risks involved in learning a new language. They are able to view English as an *addition* to their first language, rather than as a *substitution* for it. There are numerous positive outcomes that result from

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| | <p>continuing to promote the ongoing use and development of ELLs' first languages. Respect and use of the first language contribute both to the building of a confident learner and to the efficient learning of additional languages and academic achievement, including:</p> <ul style="list-style-type: none">••developing mental flexibility;••developing problem-solving skills;••communicating with family members;••experiencing a sense of cultural stability and continuity;••understanding cultural and family values;••developing awareness of global issues;••expanding career opportunities. <p>Students who are able to communicate and are literate in more than one language are better prepared to participate in a global society. Though this has benefits for the individual, Canadian society also stands to gain from having a multilingual workforce. The children now entering Ontario schools are a valuable resource for Canada.</p> <p>Supporting English Language Learners 2008, p 9 ... does the school language policy view students as bilingual, with talents in both their home language and English, or just as learners of English whose home language is irrelevant to academic success?</p> <p>Jim Cummins. “Promoting Literacy in Multilingual Contexts”, Research Monograph #5,</p> |
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The Literacy and Numeracy Secretariat, Ontario Ministry of Education, 2007. p. 3

Students with well-developed skills in their first language have been shown to acquire an additional language more easily and fully and that, in turn, has a positive impact on academic achievement.

Fred Genesee, Kathryn Lindholm-Leary, William Saunders, and Donna Christian.

“Educating English Language Learners: A Synthesis of Research Evidence”.
Cambridge University Press, 2006.

ELLs use what they know in one language to help develop other languages. This positive transfer effect has been found to be particularly strong in reading.

Claude Goldenberg.

“Teaching English Language Learners: What the Research Does – and Does Not – Say,”
American Educator, Summer 2008: 8-23.

English language learners are extremely resourceful learners with a unique bilingual reservoir of skills and experiences.

Fred Genesee.

“Learning to read a second language:
What does the research say and what do we do about it?”

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| | <p>Address at TESOL, 2008</p> <p>The development of two languages in childhood turns out to be a profound event that ripples through the life of that individual.</p> <p>Ellen Bialystok. “Bilingualism in Development” Cambridge University Press, 2001, 247-248.</p> <p>Students who use their bilingual skills have been shown to develop both cognitive flexibility and divergent thinking.</p> <p>Jim Cummins. “The Influence of Bilingualism on Cognitive Growth: A Synthesis of Research Findings and Explanatory Hypotheses” Colin Baker and Nancy H. Hornberger, eds., <i>An Introductory Reader to the Writings of Jim Cummins.</i> Multilingual Matters, 2001.</p> |
| <p><i>Principles Underlying the Ontario French Curriculum</i></p> <ol style="list-style-type: none"> 1. all students can learn French 2. all students must have the opportunity to learn French 3. supports equity by promoting active participation of all students 4. recognizes different learning styles 5. intensity, motivation and instructional time influences | <p>Rationale: 1, 2, 3, 4</p> <p>Reference: Math G 1 – 8, 2005 p 3: Principles Underlying the Ontario Mathematics Curriculum This curriculum recognizes the diversity that exists among students who study mathematics. It is based</p> |

outcomes

6. proficiency outcomes measured in European Framework
7. natural language acquisition is applicable to all programs
8. integration of technology
9. language learning is a continuum
10. research and best practices
11. parents have little or no knowledge of French

on the belief that all students can learn mathematics and deserve the opportunity to do so. It recognizes that all students do not necessarily learn mathematics in the same way, using the same resources, and within the same time frames. It supports equity by promoting the active participation of all students and by clearly identifying the knowledge and skills students are expected to demonstrate in every grade. It recognizes different learning styles and sets expectations that call for the use of a variety of instructional and assessment tools and strategies. It aims to challenge all students by including expectations that require them to use higher-order thinking skills and to make connections between related mathematical concepts and between mathematics, other disciplines, and the real world. ...This curriculum recognizes the benefits that current technologies can bring to the learning and doing of mathematics. It therefore integrates the use of appropriate technologies, while recognizing the continuing importance of students' mastering essential arithmetic skills.

The development of mathematical knowledge is a gradual process. A continuous, cohesive program throughout the grades is necessary to help students develop an understanding of the "big ideas" of mathematics – that is, the interrelated concepts that form a framework for learning mathematics in a coherent way. The fundamentals of important concepts, processes, skills, and attitudes are

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| | <p>introduced in the primary grades and fostered through the junior and intermediate grades. The program is continuous, as well, from the elementary to the secondary level.</p> <p>The transition from elementary school mathematics to secondary school mathematics is very important for students' development of confidence and competence. The Grade 9 courses in the Ontario mathematics curriculum build on the knowledge of concepts and the skills that students are expected to have by the end of Grade 8. The strands used are similar to those used in the elementary program, with adjustments made to reflect the more abstract nature of mathematics at the secondary level. Finally, the mathematics courses offered in secondary school are based on principles that are consistent with those that underpin the elementary program, a feature that is essential in facilitating the transition.</p> |
| <p><i>Roles and Responsibilities in French, Official Language Education</i></p> <ol style="list-style-type: none"> 1. Students – add: encourage to pursue opportunities outside the classroom in French | <p>Rationale: 1, 2, 6</p> <p>Reference: FSL Ext 4 -8/Imm 1-8, 2001 p 5 (hard copy) p 6 (electronic copy) Students also have responsibilities, which increase as they advance through elementary and secondary school. Good students have learned that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that good programs can foster. Some young people face extra challenges and may be growing up in</p> |

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| | <p>environments that provide little or no support. For these students, taking responsibility for learning may be more difficult, and the patience and encouragement of sensitive teachers may be an extremely important factor for success. Nonetheless, learning to take responsibility for one's progress and achievement is an important part of education for every student.</p> |
| <p>2. Parents – add specifics, such as, continue to read with child in home language regularly – literacy foundation is transferrable to French; help child make connections to use of French in Canada and the world; use internet, TV and radio in French, etc.; attend parent-teacher interviews, encourage student to pursue opportunities outside the classroom in French.</p> <p>Create: Resources for Parents (like Supporting English Language Learners list, p 21)</p> | <p>Reference: Supporting English Language Learners, 2008 p 20-21 Parents Parents will be made aware of the goal of ESL and ELD programs in Ontario Schools and how they are of benefit to students who are developing proficiency in English. <i>English Language Learners/ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, 2.2.1a</i> It is the school's responsibility to provide opportunities for parents of diverse ethno-cultural backgrounds to become engaged, to recognize parents as partners, and to appreciate that their involvement may take different forms...Parents play a very important role in supporting student learning. Studies consistently show that students perform better in school if their parents are involved in their education. (Deforges, 2003) They need not be proficient in English themselves in order to help and support their children in school...To support English language learners, parents are</p> |

strongly encouraged to:

- read to their children, in the home language and/or English, on a regular basis;
- become familiar with the curriculum and what their children are expected to learn at school;
- involve their children in talking about their school experiences;
- attend parent-teacher interviews;
- speak with their child's teacher or appropriate school personnel whenever they have questions or concerns about the program or their child's progress;
- participate in parent workshops and other community events which help them to learn more about the Ontario school system;
- encourage their children to develop and maintain active use of the home language;
- partner effectively with school staff to help their children achieve their goals....

Resources for parents

Schools can order printed copies of the following resources or parents can download the resources in a variety of languages

<http://www.edu.gov.on.ca/abc123/>

- Make Reading Fun
- 10 Tips to Help Your Child with Reading
- 10 Tips to Help Your Child with Writing
- 10 Tips to Help Your Child with Math
- 10 Tips to Help Your Child with Homework
- 10 Tips to Help Boys with Reading
- 10 Tips to Get Your Child Ready for School

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| | <ul style="list-style-type: none"> ••10 Tips to Help You Communicate with the Teacher ••10 Tips that Use Arts and Crafts to Develop Math and Literacy Skills ••Tips for Summer Learning Fun ••Does Your Child Need Extra Help? ••Helping Your Child Do Mathematics – A Guide for Parents Kindergarten to Grade 6 ••Helping Your Child With Reading and Writing – A Guide for Parents Kindergarten to Grade 6 |
| <p>3. Teachers – add: build positive attitudes about French and francophones; build positive attitudes about language learning and knowledge other than English; help students make the connection between French language learning, life long learning and work opportunities; participate in language and literacy initiatives in schools; work to increase the capacity of the whole school in meeting the needs of French language learners</p> | <p>Reference: FSL Ext 4 -8/Imm 1-8, 2001 p 5 (hard copy) p 6 (electronic copy) Teachers and students have complementary responsibilities. Teachers are responsible for developing a range of instructional strategies based on sound learning theory. They will use their professional judgment in deciding which instructional methods will best foster the learning described in the expectations outlined in this document. Their decisions should be based on the needs of students, the resources available, and the recognition that good teaching should build strong personal values and positive attitudes both towards the subject under study and towards learning in general. Good teachers know that they must persevere and make every reasonable attempt to ensure sound learning for every student.</p> <p>Native Languages 1-8, 2001, p 9 (hard copy) p 10 (electronic) The Role of Native-Language Teachers Native-language teachers must make every attempt to</p> |

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| | <p>motivate students to learn a Native language by providing a supportive and stimulating environment for language learning. Language skills should be introduced and practised in contexts that are both relevant and interesting for the students so that they can see the value of what they are learning.</p> <p>Teachers should select the teaching and learning strategies that will best promote student learning of the Native language under study. These may include student-directed activities and multidisciplinary strategies, in which language learning is related to other subject areas, such as geography and history. Whatever the methods and strategies used, teaching in a Native language program must take into account the needs of the students, the learning styles of individual students, and the resources available. It must also focus on the importance of building strong personal values and positive attitudes both towards the Native language and towards learning in general. Language learning activities that are based on students' interests, needs, and desire to communicate will achieve the best results in the Native language classroom.</p> <p>It is also necessary for Native-language teachers to work with the principal of the school...It is also important for Native-language teachers to take part in special language-related school events, such as Language Week.</p> |
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4. Principal – add: encourage French teachers, ESL teachers and classroom teachers to work collaboratively, particularly on literacy initiatives; provide dedicated French classroom; support French, Official language learning in the school through, for example, announcements, assemblies, student performances, school signage, parent-French teacher interviews, program information communication and meetings; facilitate collaboration on French expectations by grade and division; create a welcoming environment for French language learners; acquire and make available a range of French resources in the classroom and library; provide opportunities for French teachers to participate in professional and French language skills development; school board personnel will demonstrate educational experience, understanding and support of the Official Languages Education Programs of the Province of Ontario. Professional development which includes a thorough orientation of L2(3) acquisition, OLEP and Student Needs Funding

Reference:

FSL Ext 4 -8/Imm 1-8, 2001 – role of principal not included

Native Languages 1-8 2001,

p 10 (hard copy) p 11 (electronic)

The Role of the Principal

The principal has a significant role in the development, implementation, and evaluation of the Native language program of the school, and can contribute to its success in various ways. He or she can encourage second-language teachers – Native-language and FSL teachers – to work together in developing language-teaching materials and to share language-related resources. The principal can also encourage Native-language teachers to work with classroom teachers to integrate Native language instruction and learning in other areas of the curriculum. It is the responsibility of the principal to provide assistance and advice to Native-language teachers and to encourage them to participate in professional development activities that focus on Native language programs and their delivery. The principal should take a leading role in promoting the Native language program. For example, he or she can initiate or take part in organizing special school-wide events that focus on the use of the Native language or aspects of Native culture; encourage the First Nation community to support the Native language program and to assist in making decisions about its design and goals; and encourage both parents and knowledgeable members of the community to participate in the program as classroom resources. The principal should also maintain effective liaison with the First Nation community and keep parents

informed about the effectiveness of the program.

Math G 1 - 8 curriculum 2005 p 5:

Principals. The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms through the use of a variety of instructional approaches, and that appropriate resources are made available for teachers and students. To enhance teaching and student learning in all subjects, including mathematics, principals promote learning teams and work with teachers to facilitate teacher participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Supporting English Language Learners, 2008

p 18

The school administrative team

School boards will designate appropriately qualified personnel to coordinate programs and provide leadership at the system level. The school administrative team works in partnership with all staff, parents, and appropriate community partners to ensure that every student has access to the best possible educational experience. To build the capacity of the whole school in helping English language learners reach their full potential, the school administrative team should:

- ensure that the school has procedures and practices in place for welcoming newly arrived English language learners and their families;
- build an inclusive and welcoming environment for all students and their families through the use of materials in community languages, the provision of interpreters whenever possible, and the recognition of diversity in school events and messages;
- encourage involvement of newcomer parents in school events and the parent council;
- acquire and make available a range of resources in classrooms and in the school library that reflect the linguistic and cultural makeup of the school community;
- ensure that the planning of programs to support ELLs is coordinated by a person with expertise in ESL/ELD;
- support all teachers in incorporating appropriate curriculum adaptations and teaching strategies into their instruction and assessment to meet the needs of English language learners;
- provide access to quality professional development for all school staff;
- facilitate collaboration time to enrich and extend teachers' repertoire of instructional and assessment strategies to meet the needs of English language learners;
- review and discuss with staff the most recent demographic information on the school community;
- create and nurture links with community partners such as school settlement workers and community ethno-cultural organizations where available.

http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/intro.pdf
Manitoba's handbook for School Leaders

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| <p>5. French, Official Language Consultant - add: school boards will designate appropriately qualified personnel to coordinate French, Official language programs and to provide leadership at the system level; consultant will demonstrate educational experience, understanding and support of the Official Languages Education Policy of the Province of Ontario.</p> | <p>Reference: http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/intro.pdf Manitoba's handbook for School Leaders</p> |
| <p>6. Superintendents – add: school board personnel will demonstrate understanding and support of the Official Languages Education Policy of the Province of Ontario. Professional development will include a thorough orientation of L2(3) acquisition, OLEP and Student Needs Funding.</p> | <p>Reference: http://www.edu.gov.mb.ca/k12/docs/fr_imm_handbook/intro.pdf Manitoba's handbook for School Leaders</p> |
| <p>THE FRENCH, OFFICIAL LANGUAGE PROGRAM</p> <p><i>Policy and Program Requirements for French</i></p> <p><i>The Core French program meets the mandatory requirement for the study of French in English-language schools.</i> Extended French and French Immersion are French, Official Language Programs in which French is not only taught as a subject but also serves as the language of instruction in other subjects. <i>School boards may choose to provide Extended and/or French immersion programs and when they do,</i> students may enroll in it rather than in a Core French</p> | <p>Rationale: 1, 2, 3, 7</p> <p>Reference: FSL Ext 4 -8/Imm 1-8, 2001 p 4 (hard copy) p 5 (electronic copy)</p> <p>Extended French and French Immersion are French-as-a-second-language (FSL) programs in which French is not only taught as a subject but also serves as the language of instruction in other subjects. The provision of an Extended French and/or a French Immersion program is optional; where such a program is offered, students may enrol in it rather than in a Core French program to meet the mandatory requirement</p> |

program to meet the mandatory requirement for the study of French in English-language schools.

In any program of study, students should advance through an organized sequence of learning experiences that permits a steady accumulation of knowledge and skills. Therefore, once students embark on an instructional sequence in **Core, Extended or Immersion**, they must be given the opportunity to continue in an uninterrupted program to **Grade 12**.

Program requirements and curriculum and proficiency expectations are presented for French programs starting at grade 1 for immersion or grade 4 for Core and extended. School boards may choose to start Core at an earlier grade and may choose to start extended or immersion at a different grade level. School boards may also choose to pilot or offer innovative programs based on community needs, such as high proportion of allophones or native language learner or a high level of mobility, in order to provide every student with the opportunity to learn French. If they do so, they must ensure that the students achieve the curriculum and proficiency expectations for entering core, extended or immersion in secondary.

It has been shown that a student's level of proficiency in French increases with intensity and the number of accumulated hours of instruction in French. All students will have better outcomes if

for the study of French in English-language schools.

In any program of study, students should advance through an organized sequence of learning experiences that permits a steady accumulation of knowledge and skills. Therefore, once students embark on an instructional sequence in Extended French or French Immersion, they must be given the opportunity to continue in an uninterrupted program to Grade 8.

Note: change will be required when SK curriculum added

References:

Lazaruk, Wally, "Linguistic, Academic and Cognitive Benefits," *The Canadian Modern Language Review*, Vol. 63, No. 5 August 2007, p 605-628

Turnbull, Lapkin, Hart and Swain, "Time on Task and Immersion Graduates French Proficiency", *French Second Language Education in Canada: Empirical Studies*. Toronto, University of Toronto Press (1998)

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| <p>programs exceed the minimum hours of instruction in French. Other factors that also influence outcomes are: use of French as the language of instruction in other subjects and student's motivation, other 2nd language experience and age.</p> | |
| <p>Core French Program The Core French program offers students the opportunity to develop a (insert appropriate term, SEE NOTE) level of proficiency in French by the end of grade 12. Graduates will be able to participate in a straightforward conversation in French will be able to read – with the help of a dictionary – books, magazines, and newspapers in French and will be able to understand the general meaning of radio and television news and other programs.</p> <p>Core French is mandatory in all Ontario elementary schools for 40 minutes/day from grades 4 – 8 and provides 600 hours of French instruction. All Ontario students must complete one credit in French in secondary school. The secondary Core French program builds on the grade 4 -8 program and is offered in applied and academic in grades 9 & 10 and open and university preparation in grades 11 & 12</p> <p>Add: European framework language to program description. European framework goal for entry to grade 9 and the</p> | <p>Reference: French, grade 9 & 10, 1999, p 2, 3 Core French 4 -8, 1998, p.2</p> <p>Note: European Framework terminology should be used for outcome goals.</p> <p>Note: Graduation Certificates Graduation certificates provide prestige and recognition. Decision makers are influenced by the number of credits required.</p> <p>The completion of grade 12 core French should generate a certificate in order to recognize the 6% of Ontario students who complete the program.</p> |

end of grade 12.

Add:

French in secondary school, course continuum based on similar framework in English courses.

Grade 9

- Introductory French (FSL part 1)
- French for Communication (Core French grade 9)
- French for the Service Industry (hotel, clerical, customer service, tourism, reception) career exploration
- French in the ARTS (drama, dance, visual arts)*
- French in Sports

Grade 10

- Learning French (FSL part 2)
- French for Communication (Core French grade 10)
- French for Skills and Trades*
- French Media Literacy*

Grade 11

- Learning French (FSL part 3)
- French for Communication (Core French grade 11)*
- French for Professions : Healthcare, Law, Education*
- French Language & Literature (Canadian)

Grade 12

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| <ul style="list-style-type: none"> • Learning French (FSL part 4) • French for Communication (Core French grade 12)* • French for Business and Technology * • French Language & Literature (la Francophonie) <p>*integrated into COOP opportunities in French</p> | |
| <p>Intensive Core French</p> <p>The Intensive Core French program offers students the opportunity to develop a (insert appropriate term, SEE NOTE) proficiency in French through an intensive period of French instruction for one half of the school year, most commonly in grade 5 or 6. It is an enhancement to the existing Core French program, not an alternative to French Immersion or Extended French. Intensive Core French provides approximately 953 hours of total French instruction in elementary and leads to Core French/Extended (SEE NOTE) in secondary.</p> | <p>Note: European Framework terminology should be used for outcome goals.</p> <p>Note: Results will need to inform pathway for Intensive Core – to secondary Core French or secondary Extended or both?</p> <p>Note: Number of hours can vary considerably. Further information from pilots is needed and clarification if it includes core French instruction in previous grades.</p> |
| <p>Extended French Program</p> <p><i>The Extended French Program offers students the opportunity to develop an (insert appropriate term, SEE NOTE) level of proficiency in French at the end of grade 12. Graduates will be able to converse freely on familiar topics; will be able to read – with the occasional help of a dictionary – books, magazines, and newspapers in French; and will be able to function in a French-speaking community.</i></p> <p><i>The elementary level extended French program</i></p> | <p>Note: European Framework terminology should be used for outcome goals.</p> <p>Reference: FSL Ext Fr G 4-8, Imm Fr G 1-8, 2001, p. 3 & 5 (hard copy), p. 4 & 6 (electronic copy) 1. School boards may choose to start an Extended French or French Immersion program at a different grade level. If they do so, they must ensure that the policy and program requirements described on pages 4–5 are met and that students enrolled in these programs are given the opportunity to achieve all of the expectations in French as a second language outlined in this</p> |

must have French as the language of instructions for a minimum of 25% of the total instructional time at every grade level of the program. Extended French programs must include the study of French as a second language and the study of at least one other subject taught in French. That subject must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Extended French students must have been given a *minimum* of 1260 hours of instruction in French by the end of Grade 8.

Extended elementary expectations outlined in this document are for a five-year program, starting in Grade 4, that meets the provincial requirements of a minimum of 1260 hours of instructional time in French by Grade 8 and a minimum of 25 per cent of instructional time in French at each grade level **of the program. Students in extended programs that start in other grades must meet the curriculum and proficiency expectations of grade 8 in order to be deemed 'equivalent' for entry to grade 9 extended.**

The secondary extended program requires 4 sequential French extended credits, grades 9 -12 and 3 credits in other subjects taught in French. Schools may grant a Certificate of Bilingual Studies-Extended. An honours certificate in Extended may be granted if additional credits in other subjects are completed

document for the relevant program.

Extended French programs must provide a *minimum* of 1260 hours of instruction in French by the end of Grade 8.

The expectations outlined in this document are designed for a five-year program, starting in Grade 4, that meets the provincial requirements of a minimum of 1260 hours of instructional time in French by Grade 8 and a minimum of 25 per cent of instructional time in French at each grade level.

FSL Core, Ext, Imm G 9 & 10, 1999, p.5

Grade 9 Extended Prerequisite:

Minimum of 1260 hours of instruction in French, or **equivalent**

Note:

There is difficulty in the interpretation of the program requirements at the Board level, particularly with grade 7 entry. Does the total include core French hours from grades 4 -6 or is the total just from the start of the Extended program? Is the 25% number applicable from the start of the extended program in grade 7 or the start of core French in grade 4?

It is important to remember that the overall goal is to have students learn French and that research demonstrates that greater intensity improves outcomes. Given the many barriers to access and the wide variety of community needs and goals in French, a range of entry points and programs means higher participation in French programs.

Innovative, community supported programs that do not fit an

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| <p>(Star system – to indicate number of extra credits) i.e. Ext French Certificate** for 7 + 2 =9 credits)</p> <p>Add: European framework language to program description. European framework goal for grade 9 entry and for the end of grade 12.</p> | <p>existing model, but are effective and can show measurable improvements in outcomes over less intense and therefore, less effective models, need to be encouraged and allowed.</p> <p>“Equivalent” needs to be expressed using the European Framework so that there is common understanding of proficiency required for entering secondary programs.</p> |
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| <p>French Immersion Program The French Immersion Program offers students the opportunity to develop (insert appropriate term, SEE NOTE) level of French by the end of grade 12. Graduates will participate easily in conversations and discussions; will be able to pursue courses at the college or university level in which French is the language of instruction; or pursue employment in which French is the working language.</p> <p>The elementary level French Immersion program must have French as the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program. Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. These two subjects must be selected from the following: the arts, social studies (Grades 1 to 6) or history and</p> | <p>Note: European Framework terminology should be used for outcome goals.</p> <p>Reference: FSL Ext Fr G 4-8, Imm Fr G 1-8, 2001, p. 3 & 4 (hard copy), p. 4 & 5 (electronic copy) 1. School boards may choose to start an Extended French or French Immersion program at a different grade level. If they do so, they must ensure that the policy and program requirements described on pages 4–5 are met and that students enrolled in these programs are given the opportunity to achieve all of the expectations in French as a second language outlined in this document for the relevant program.</p> <p>Immersion programs must provide a <i>minimum</i> of 3800 hours of instruction in French by the end of Grade 8.</p> |
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geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Immersion students must receive a *minimum* of 3800 hours of instruction in French by the end of Grade 8.

It has been shown that a student's level of proficiency in French increases with the number of accumulated hours of instruction in French. French Immersion programs ***will, therefore, have better outcomes when they*** exceed the minimum requirement of 3800 hours of French instructional time. An immersion program starting in JK/SK or Grade 1 generally provides instruction in French in all subjects (i.e., for 100 per cent of total instructional time) until grade 4 when students begin to study English language arts. Instruction in English may then be gradually increased to include other subjects. By the end of Grade 8, students may receive up to 50 per cent of their instruction in English.

Immersion elementary expectations outlined in this document are for an eight-year program, starting in Grade 1, that meets the provincial requirements of a minimum of 3800 hours of instructional time in French by Grade 8 and a minimum of 50% per cent of instructional time in French at each grade level. Early immersion students typically receive over 6700 hours of French instructional time. Students in immersion programs that start in other grades must meet the curriculum and proficiency expectations of grade 8 in order to be deemed 'equivalent' for entry to grade 9 immersion.

FSL Core, Ext, Imm G 9 & 10, 1999, p.5

Grade 9 Immersion Prerequisite:

Minimum of 3800 hours of instruction in French, or **equivalent**

Note:

There is difficulty with the interpretation of the program requirements at the Board level, particularly with immersion programs that start in junior (grade 4) or senior (grade 6 or 7) elementary. It is almost impossible to meet the 3800 hours of instruction required for immersion but with highly motivated, more mature learners in an intense program, sufficient levels of proficiency can be attained for these students to blend with early immersion students in secondary.

It is important to remember that the overall goal is to have students learn French and that research demonstrates that greater intensity improves outcomes. Given the many barriers to access and the wide variety of community needs and goals in French, a range of entry points and programs means higher participation in French programs.

Innovative, community supported programs that do not fit an existing model, but are effective and can show measurable improvements in outcomes over less intense and therefore, less effective models, need to be encouraged and allowed.

"Equivalent" needs to be expressed using the European

The secondary immersion program requires 4 sequential French immersion credits, grades 9-12 and six credits in other subjects taught in French. Schools may grant a Certificate of Bilingual Studies- Immersion. An honours certificate in Immersion may be granted if additional credits in other subjects are completed (Star system – to indicate number of extra credits) i.e. FI Certificate* for 10 + 4 =14 credits)***

Add: European framework language to program description. European framework goal for grade 9 entry and for the end of grade 12.

Framework so that there is common understanding of proficiency required for entering secondary programs.

Note: Graduation Certificates

Graduation certificates provide prestige and recognition. Decision makers are influenced by the number of credits required.

Ontario is significantly behind some other provinces in the requirements for French Immersion graduation certificates, most notably:

Alberta – 12 French/24 total credits, 50%

Saskatchewan - 12 French/24 total credits, 50%

Manitoba – 14 French/29 total credits, 48%

Ontario – 10 French/30 credits, 33%

It is important to encourage those boards that go above and beyond the minimum and give other boards “Best Practices” to follow – Excellence should be encouraged and outlined in the curriculum document.

Reference:

Lazaruk, Wally, “Linguistic, Academic and Cognitive Benefits,” *The Canadian Modern Language Review*, Vol. 63, No. 5 August 2007, p 611

“Research suggests that while FSL programs available to immersion students at a high school level do help to maintain students’ proficiency, they are insufficiently intensive to further enhance the French language skills of

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| | <p>students coming from immersion programs”.</p> <p>Turnbull, Lapkin, Hart and Swain, “Time on Task and Immersion Graduates French Proficiency”, French Second Language Education in Canada: Empirical Studies. Toronto, University of Toronto Press (1998)</p> <p>“Clearly, an early start in the immersion program has a beneficial impact predominantly on speaking skills” p 49</p> |
| <p><i>Alternate Program Delivery Models</i> <i>Alternate French program delivery models, including but not limited to Intensive Core (grade 5 -6), enriched Core, early (JK – 3) or late (grade 6 or 7) Extended, middle (grades 4-6) or late (grade 6 or 7) Immersion may be piloted or continued but must meet measurable curriculum and proficiency expectations of the corresponding grade 8 program in order to be deemed ‘equivalent’ for entry to grade 9 Core, Extended or Immersion.</i></p> | <p>Rationale: 2</p> <p>Note:</p> <p>It is important to remember that the overall goal is to have students learn French and that research demonstrates that greater intensity improves outcomes. Given the many barriers to access and the wide variety of community needs and goals in French, a range of entry points and programs means higher participation in French programs.</p> <p>Innovative, community supported programs that do not fit an existing model, but are effective and can show measurable improvements in outcomes over less intense and therefore, less effective models, need to be encouraged and allowed.</p> <p>“Equivalent” needs to be expressed using the European Framework so that there is common understanding of proficiency required for entering secondary programs.</p> <p>Reference:</p> |

FSL Ext Fr G 4-8, Imm Fr G 1-8, 2001,

p. 3 & 5 (hard copy), p. 4 & 6 (electronic copy)

1. School boards may choose to start an Extended French or French Immersion program at a different grade level. If they do so, they must ensure that the policy and program requirements described on pages 4–5 are met and that students enrolled in these programs are given the opportunity to achieve all of the expectations in French as a second language outlined in this document for the relevant program.

Immersion programs must provide a *minimum* of 3800 hours of instruction in French by the end of Grade 8.....

Extended French programs must provide a *minimum* of 1260 hours of instruction in French by the end of Grade 8.

The expectations outlined in this document are designed for a five-year program, starting in Grade 4, that meets the provincial requirements of a minimum of 1260 hours of instructional time in French by Grade 8 and a minimum of 25 per cent of instructional time in French at each grade level.

FSL Core, Ext, Imm G 9 & 10, 1999, p.5

Grade 9 Extended Prerequisite:

Minimum of 1260 hours of instruction in French, or **equivalent**

Grade 9 Immersion Prerequisite:

Minimum of 3800 hours of instruction in French, or

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| | equivalent |
| <p><i>The Teaching of Other Subjects in French</i> For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each grade are those outlined in the English-language curriculum policy documents. It is recognized that programs in these subjects may need to be adapted to meet the needs of students who are learning in a second language.</p> | Reference: FSL Ext Fr G 4-8, Imm Fr G 1-8, 2001 , p. 5 (hard copy), p. 6 (electronic copy) |
| <p>EQAO: Research shows that a student’s level of proficiency in French increases with the intensity of the program. Since the introduction of the EQAO tests a number of boards have modified their Early French Immersion program by introducing English earlier in order to prepare immersion students for EQAO tests. This compromises the goal of the Early total immersion program by reducing the amount of French instructional time. A more supportive option would be to have all Grade 3 early immersion students do the Math only in French.</p> | <p>Note: Immersion students do well in EQAO tests done in English, supporting the idea that second language learning enhances first language skills. However, the effect of reducing the French instructional time has a negative impact on their French language proficiency as the only exposure to French that many of these students have is during class time.</p> <p>The EQAO results of Grade 6 FI students have been consistently at or above par with the English students, showing that they are clearly developing the literacy skills even when they have had no English instruction until Grade 4.</p> <p>It would be advisable to have early French immersion students forgo the Grade 3 EQAO literacy tests in English and focus on developing their French language skills. Any testing at this stage should be done on</p> |

assessing their French language literacy – a better measure of the program in which they are enrolled.

“Students in early total immersion who opted to do the EQAO tests demonstrated a certain lag in literacy skills at Grade 3 as compared to students in regular programs...However, students with some English language arts (even if only at the grade 3 level) performed as well as students in the regular program. Moreover, at Grade 6, immersion students’ literacy test scores were notably better than their peers in the English programs, and at both Grade 3 and 6, the immersion students’ mathematics test scores were almost identical to their peers in the English program, even though mathematics had been taught in French in most cases from Grades 1 to 3....

Our analyses of the EQAO test results suggest that boards should not be considering fundamental changes in their immersion programs”...p 32

“EQAO...tests are seen as high stakes...It is therefore not surprising that EQAO testing has resulted in some discussion at school boards about the most appropriate grade at which to introduce English language arts instruction to French immersion students and the amount of instructional time to devote to it. However, we believe that the results from this and other studies suggest that these discussions are unnecessary. French immersion students are not disadvantaged in the medium- to long-term. **Results from many studies also show that early**

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| | <p>total immersion students’ French skills are better than those who receive less intensive instruction in French. It is thus logical to immerse those students as much as possible in French...”</p> <p>Reference: Turnbull, Hart and Lapkin, “French Immersion student’s performance on Grade 3 provincial tests: Potential impacts on program design”, OISE-UT, Modern Language Centre, Toronto, 2000</p> <p>Turnbull, Lapkin, Hart and Swain, “Time on Task and Immersion Graduates French Proficiency”, French Second Language Education in Canada: Empirical Studies. Toronto, University of Toronto Press (1998)</p> |
| <p><i>International Baccalaureate, Advanced Placement and Specialist High Skills Majors</i> International Baccalaureate, Advanced Placement and Specialist High Skills Majors programs can and should be designed to allow French Immersion and Extended French students to complete the requirements for a chosen program and the French Immersion or Extended French Certificates.</p> | <p>Rationale: 2 These programs consistently draw students from French Immersion and Extended French. Where the programs are set up to allow students to continue their French program while doing IB, AP or Specialist High Skills Majors, students will complete both sets of requirements. Where the students have to choose between specialized programs and French, it reduces the graduation rate of French Immersion/Extended students and maintenance and growth of French skills is compromised. Specialized programs should include, not exclude, French credits and immersion/Extended students.</p> |

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| | <p>Reference: Lazaruk, Wally, “Linguistic, Academic and Cognitive Benefits,” <i>The Canadian Modern Language Review</i>, Vol. 63, No. 5 August 2007, p 611</p> <p>“Research suggests that while FSL programs available to immersion students at a high school level do help to maintain students’ proficiency, they are insufficiently intensive to further enhance the French language skills of students coming from immersion programs”.</p> |
| <p>CURRICULUM EXPECTATIONS Use: European Framework</p> | <p>Rationale: 1, 3</p> |
| <p><i>Strands in the French, Official Language Curriculum</i> Add: a social skills and cultural awareness strand; use explicit language like: ‘demonstrate respect for Francophones and Francophone culture’, include French media literacy and use of technology.</p> | <p>Rationale : 5</p> <p>Reference :</p> <p>Anglais pour débutants, 1999 p.14 Social Skills and Cultural Awareness Overall Expectations By the end of APD1, students will:</p> <ul style="list-style-type: none"> • demonstrate adaptation to their new environment; • demonstrate some knowledge and appreciation of anglophone cultures in Canada. <p>Specific Expectations To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will adjust to their new environment, demonstrate an ability to interact with others, and</p> |

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| | <p>develop some understanding of anglophone cultures in Canada.</p> <p>By the end of APD1, students will:</p> <p><i>Social Skills</i></p> <ul style="list-style-type: none">– use English in a variety of daily-life situations;– identify some services available in the community (e.g., library, community centre, youth club);– identify the status of English in Franco-Ontarian schools and their new environment;– demonstrate an awareness of classroom routines, teacher expectations, and common courtesies of group work;– select and use socially appropriate language and conversational gambits (e.g., interrupters, fillers, closers); <p><i>Cultural Awareness</i></p> <ul style="list-style-type: none">– demonstrate respect for Anglophone cultures and English-language literature;– demonstrate an understanding of and respect for cultural differences in oral expression (e.g., body language, eye contact);– provide basic information about contemporary anglophone Canadian cultures;– communicate information through individual presentations about the influence of the English language on their own lives;– identify similarities and differences between anglophone Canadian and other anglophone cultures as portrayed in the media (e.g., television, movies, advertisements, magazines). |
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| <p>ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT <i>Basic Considerations</i> <i>The Achievement Chart for French</i></p> <p>Use: European Framework</p> | <p>Rationale: 1, 3, 6</p> <p>Reference: G 1- 8 Math, 2005, p 18 Basic Considerations</p> <p>The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each subject in each grade. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices....</p> <p>In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:</p> <ul style="list-style-type: none"> • address both what students learn and how well they learn; • are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 22–23; • are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning; • are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students; • are fair to all students; |
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| | <ul style="list-style-type: none"> • accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan; • accommodate the needs of students who are learning the language of instruction (English or French); • ensure that each student is given clear directions for improvement; • promote students' ability to assess their own learning and to set specific goals; • include the use of samples of students' work that provide evidence of their achievement; • are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the year.... |
| <p>CONSIDERATIONS FOR PROGRAM PLANNING IN FRENCH</p> <p><i>Instructional Approaches</i> Add: differentiated learning – Gender, non-academic learning styles and multiple intelligences</p> <p>Incorporate: kinesthetic approach, music, drama</p> <p>Add: post-secondary pathways chosen by students</p> <p>Add sub-heading: <i>Promoting Positive Attitudes towards French</i> (classroom, school learning climate, teacher attitudes)</p> | <p>Rationale: 2</p> <p>Reference: FSL Core G 4 -8, 1998 p. 4 FSL Ext Fr G 4-8, Imm Fr G 1-8, 2001 p. 6 FSL Core, Ext, Imm G 9 & 10, 1999 p. 43 FSL Core, Ext, Imm G 11 & 12, 2000 p. 44</p> <p>Note: This section needs content and expansion in all FSL docs.</p> <p>Math G 11-12, 2007, p 30 – 39 To make new learning more accessible to students, teachers build new learning upon the knowledge and skills students have acquired in previous years – in other words, they help activate prior knowledge. It is important</p> |

to assess where students are in their mathematical growth and to bring them forward in their learning...Students in a mathematics class typically demonstrate diversity in the ways they learn best. It is important, therefore, that students have opportunities to learn in a variety of ways – individually, cooperatively, independently, with teacher direction, through investigation involving hands-on experience, and through examples followed by practice...apply processes with the aid of the instructional and learning strategies best suited to the particular type of learning.

Promoting Positive Attitudes Towards Learning Mathematics

Students' attitudes have a significant effect on how students approach problem solving and how well they succeed in mathematics. Students who enjoy mathematics tend to perform well in their mathematics course work and are more likely to enrol in the more advanced mathematics courses. Students develop positive attitudes when they are engaged in and when they observe an enthusiasm for mathematics on the part of their teachers. With a positive attitude towards mathematics, students are able to make more sense of the mathematics they are working on, and to view themselves as effective learners of mathematics. They are also more likely to perceive mathematics as both useful and worthwhile, and to develop the belief that steady effort in learning mathematics pays off. It is common for people to feel inadequate or anxious when they cannot solve problems quickly and easily, or in the

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| | <p>right way. To gain confidence, students need to recognize that.....requires a considerable expenditure of time and energy and a good deal of perseverance. To counteract the frustration they may feel when they are not making progress.....they need to believe that they are capable of Teachers can encourage students to develop a willingness to persist, to investigate, to reason, to explore alternative solutions, to view challenges as opportunities to extend their learning, and to take the risks necessary to become successful..... They can help students develop confidence and reduce anxiety and frustration by providing them withthat are challenging but not beyond their ability.....at a developmentally appropriate level help students to learn while establishing a norm of perseverance for successfulcommon goal. Communication and the connections among ideas that emerge as students interact with one another enhance the quality of student learning.</p> |
| <p><i>Cross-Curricular and Integrated Learning</i> Add: Cross-curricular – students learn and use related content and/or skills in two or more subjects.</p> <p>Add: Integrated Learning – students work toward meeting expectations from 2 or more subjects within a single unit, lesson or activity.</p> <p>Add: research references on the importance of learning language through content.</p> | <p>Rationale: 1, 4</p> <p>Reference: Math 2005 G 1 -8, p 26 Cross-Curricular and Integrated Learning The development of skills and knowledge in mathematics is often enhanced by learning in other subject areas. Teachers should ensure that all students have ample opportunities to explore a subject from multiple perspectives by emphasizing cross-curricular learning and integrated learning, as follows:</p> |

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| | <p>a) In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects. Students can use the concepts and skills of mathematics in their science or social studies lessons. Similarly, students can use what they have learned in science to illustrate or develop mathematical understanding....</p> <p>b) In integrated learning, students are provided with opportunities to work towards <i>meeting expectations from two or more subjects</i> within a single unit, lesson, or activity. By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings. Also, the mathematical process expectation that focuses on connecting encourages students to make connections between mathematics and other subject areas. ...</p> |
| <p>Planning French, Official Language Programs for Students with Special Education Needs Add: references from Genesee Add: not counseling out Add: expectation around gifted Add: detail on no accommodation, accommodations only, modified expectations and alternative expectations. Need: PD for Spec Ed for FSL teachers to improve capacity to support these students Need: to respect the right to access support for Special Needs</p> | <p>Rationale: 2</p> <p>Reference: Math G 11-12, 2007 p 32 - 34</p> <p>Reference: Genesee, F. 2007. "French immersion and at-risk students: A review of research findings." <i>Canadian Modern Language Review</i>, Vol. 63, 655-688.</p> <p>Introduction: " to exclude students who might face difficulty in immersion from participation in these programs is to</p> |

deprive them of what is arguably the most effective form of second-language (L2) education and, in turn, from an important life- and job-related skill, namely proficiency in French” Genesee, p 657

Academic ability:

“Research by Genesee (1976, 1987) on immersion students who are at risk in school because of below-average levels of academic ability indicates that such students are not differentially handicapped in their native language and academic development in comparison to groups of similar students in English-only programs. Research by Bruck, (1985a, 1985b) found that students experiencing difficulty in immersion are not precluded from staying in the program and progressing at a rate commensurate with their level of ability. At the same time, both studies found that students with academic difficulties can benefit from immersion in the form of increased functional proficiency in French.” p. 673

Transferring out of immersion:

Parent’s and student’s attitude was the primary variable in all reports reviewed: Bruck, 1985a, 1985b, 1978a, 1978b; Wiss 1989; Halsall, 1994; Bonyun, Morrison, Unitt 1981; Trites, 1984

“the academic difficulties of students who switched were no different than those who remained in immersion despite low academic performance...the ability to cope with poor academic performance may be a more serious problem for some immersion students than poor

academic performance alone...switching can have negative consequences for students' self esteem and may give them a sense of failure" p 660-661(Bruck 1985b)

Language impairment:

(Bruck, 1978a, 1982)

"Bruck's results suggest that students with delays (and possibly impairments) in L1 acquisition are not differentially disadvantaged in immersion programs in comparison to students with similar L1 profiles who attend English-language programs. At the same time, it appears that such students attain levels of academic achievement that are commensurate with their learning disabilities and that they can also benefit from immersion in the form of enhanced competence in French." p 673

Paradis, Crago, Genesee and Rice, (2003) found that:

1. The bilingual children with SLI exhibited the same language profiles as the monolingual children with SLI; being bilingual did not result in a unique pattern of impairments.
2. The linguistic impairments of bilingual children with SLI were of the same magnitude as those of monolingual children with SLI; being bilingual did not seem to result in greater impairment. p 666

Reading:

Eagon & Cashion, 1988; Geva and Clifton, 1994; Bournot-Trites & Denizot, 2005; MacCoubrey, Wade-Wooley, Klinger and Kirby (2004)

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| | <p>“students can be identified as being at risk (using English language tests) ...in kindergarten or Grade 1 and possibly earlier...They may become proficient, fluent readers if additional support is provided in the early grades” p 667</p> <p>“Immersion students who read well in English also read well in French and students who read poorly in English also read poorly in French” p. 667</p> <p>“bilingualism enhances metalingualistic awareness, which in turn promotes reading acquisition” p.669</p> <p>Intervention: Rousseau, 1999; Bournot-Trites, 2004; MacCoubrey, Wade-Wooley, and Kirby, 2007</p> <p>Parents, students, teachers reported positive outcomes p 655-688</p> |
| <p><i>Allophones and French, Official Language Programs</i> Add: references from Mady</p> <p>Add: info about difference btn 2nd and 3rd language acquisition, how to facilitate transfer of language acquisition skills, suggestions on resources, ie, French-Farsi dictionary rather than French-English</p> <p>Add: multiple entry points to meet needs of recent arrivals and allophones</p> | <p>Rationale: 2</p> <p>Reference: Mady, Callie “Allophone Students in FSL Programs” A review of research findings. <i>Canadian Modern Language Review</i>, 63, No. 5 August 2007</p> <p>“The results of the studies on achievement cited above consistently show allophone students succeeding in their study of French, information which could be used to</p> |

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| <p>Add: info on mandatory Core French and assessment, placement, program adaptations and exemptions for recent arrivals</p> | <p>inform policy makers and thus enhance the possibilities of allophone students' being used being included in FSL programming." p 752</p> <p>Reference: FSL Core G 4 -8, 1998 p. 5 Core French and Native As a Second Language An exemption from French As a Second Language will be granted if parents/guardians want their children to take Native As a Second Language. Where parents/guardians want their children to participate in programs in both Native As a Second Language and French As a Second Language, school boards will need to make arrangements to accommodate both language programs. Policy/Program Memorandum No. 110 specifies the relationship between Native As a Second Language and French As a Second Language.</p> |
| <p><i>Antidiscrimination Education in French, Official Language Programs</i> Add: Inclusive activities and resources. Add: Ordinary people from many different cultures speak French at work and in their daily lives. Add: Connect French to the real world, Graham Fraser 'to fully participate in the public life of our country' – cultural and political. Add: High expectations for all students – boys, allophones, special needs students included with specific effort.</p> | <p>Rationale: 1, 2, 5</p> <p>Reference: Commissioner of Official Languages, Graham Fraser: http://www.ocol-clo.gc.ca/html/quotes_citations_e.php</p> <p>"The proof—if proof were needed—of the fact that cultural diversity and linguistic duality are complementary lies in our last two governors-general [...] both joined one language community; and both decided that, to truly</p> |

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| | <p>participate in the Canadian conversation, they would not become just competent, but eloquent, in both official languages.” – <i>Annual Report 2006-2007.</i></p> <p>http://www.ocol-clo.gc.ca/html/infoaction_feb_fev_2007_e.php#ancrageIV</p> <p>“Our two most recent Governors General, Adrienne Clarkson and Michaëlle Jean, have come from immigrant minority communities. Each came to Canada at an early age, integrated into one official language community and then decided that, to become full participants in the life of the country, they would learn the other language as well.”</p> |
| <p><i>Literacy and Inquiry/Research Skills</i> Add: French as literacy and inquiry research subject.</p> | <p>Rationale: 1</p> <p>Reference: English G 9-10, 2007 p34 LITERACY, MATHEMATICAL LITERACY, AND INQUIRY/RESEARCH SKILLS Literacy, mathematical literacy, and inquiry/research skills are critical to students’ success in all subjects of the curriculum and in all areas of their lives. The acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students’ ability</p> |

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| | <p>to interpret and use graphic texts. Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet. The questioning they practiced in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.</p> |
| <p><i>The Role of the Library in French, Official Language Programs</i></p> | <p>Rationale: 1</p> <p>Reference: English G 9-10, 2007 p34-35 THE ROLE OF THE SCHOOL LIBRARY IN THE ENGLISH PROGRAM</p> <p>The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information</p> |

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| | <p>gathered through research effectively.</p> <p>The school library program enables students to: develop a love of reading for learning and for pleasure; acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world; obtain access to programs, resources, and integrated technologies that support all curriculum areas; understand and value the role of public library systems as a resource for lifelong learning. The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher-librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to: locate, select, gather, critically evaluate, create, and communicate information; use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives; communicate their findings for different audiences, using a variety of formats and technologies; use information and research with understanding, responsibility, and imagination.</p> |
| <p><i>The Role of Technology in French, Official Language Programs</i> Add: Information and communication technologies (ICT) – connecting to La Francophonie, reinforcing grammar points, oral and aural components.</p> | <p>Rationale: 1, 5</p> |

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| <p><i>Career Education and French, Official Language Programs</i> Add: Guidance and career education to show French work opportunities; to provide information on exchange programs; French guest speakers</p> | <p>Rationale: 6</p> <p>Reference: Math G 11-12, 2007 p 37 CAREER EDUCATION IN MATHEMATICS Teachers can promote students' awareness of careers involving mathematics by exploring applications of concepts and providing opportunities for career-related project work. Such activities allow students the opportunity to investigate mathematics-related careers compatible with their interests, aspirations, and abilities.</p> <p>Students should be made aware that mathematical literacy and problem solving are valuable assets in an ever-widening range of jobs and careers in today's society. The knowledge and skills students acquire in mathematics courses are useful in fields such as science, business, engineering, and computer studies; in the hospitality, recreation, and tourism industries; and in the technical trades.</p> |
| <p><i>The Ontario Skills Passport and Essential Skills</i> Add: FSL</p> | <p>Rationale: 2</p> <p>Reference: Math G 11-12, 2007, p 38 THE ONTARIO SKILLS PASSPORT AND ESSENTIAL SKILLS Teachers planning programs in mathematics need to be aware of the purpose and benefits of the <i>Ontario Skills Passport</i> (OSP).The OSP is a bilingual web-based resource that enhances the relevancy of classroom</p> |

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| | <p>learning for students and strengthens school-work connections. The OSP provides clear descriptions of Essential Skills such as Reading Text, Writing, Computer Use, Measurement and Calculation, and Problem Solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The Essential Skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do. The skills described in the OSP are the Essential Skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. These Essential Skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and the Essential Skills, visit: http://skills.edu.gov.on.ca.</p> |
| <p><i>Cooperative Education and other Forms of Experiential Learning</i></p> <p>Add: Study of French outside of the credit structure for credit (ie, summer programs in French Canada and abroad,</p> | <p>Rationale: 1</p> <p>Note: Credit for outside experiences is given in music and for elite athletes.</p> |

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| <p>working/living in a French environment and exchanges.</p> | <p>Reference: Math G 11-12, 2007 p 38 COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING Cooperative education and other workplace experiences, such as job shadowing, field trips, and work experience, enable students to apply the skills they have developed in the classroom to real-life activities. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields....In addition, students develop their understanding of workplace practices, certifications, and the nature of employer-employee relationships.....Teachers of mathematics can support their students' learning by providing opportunities for experiential learning that will reinforce the knowledge and skills they have gained in school....</p> |
| <p><i>Planning Program Pathways and Programs Leading to a Specialist High-Skills Major</i></p> <p>Add: courses for specialist high skills major in Official Languages, French/English students and integrated CO-OP studies</p> | <p>Rationale: 1, 2</p> <p>Note: See page 25 above for courses that could make up a specialist high skills major.</p> <p>Reference: Math G 11-12, 2007 p 39 PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH-SKILLS MAJOR Mathematics courses are well suited for inclusion in programs leading to a Specialist High-Skills Major</p> |

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| | <p>(SHSM) or in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, mathematics courses can be bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship. Mathematics courses may also be combined with cooperative education credits to provide the workplace experience required for SHSM programs and for various program pathways to apprenticeship and workplace destinations. (SHSM programs would also include sector-specific learning opportunities offered by employers, skills-training centres, colleges, and community organizations.)</p> |
| <p>CURRICULUM EXPECTATIONS FOR GRADES</p> <p>Change to: focus on oral/aural skills development first and natural language acquisition selecting appropriate levels from the European Framework by grade and program.</p> <p>Add: Kindergarten expectations</p> | <p>Rationale: 1, 2, 3, 4, 5</p> |