

Getting Started with the Revised Curriculum

The Ontario Curriculum, French as a Second Language, Grades 1-8, Core French, Extended French, and French Immersion, (revised), 2013



Grades 1 to 8: Core French, Extended French, and French Immersion

The Ontario Curriculum, French as a Second Language, Grades 1-8, Core French, Extended French, and French Immersion, (revised), 2013 details the vision and goals for French as a Second Language instruction in Ontario, as well as seven enduring ideas for lifelong language learning.

Vision and Goals for French as a Second Language – Core, Extended, and Immersion, Grades 1 to 12

Vision

Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

You need to introduce yourself and where you live. Suggest an activity you can do together. (Goal: you have found an activity to do together.)

Participating in a French camp. You need to introduce yourself to the camp counselors and find out where you need to go first. (Goal: you arrive at the correct location.)

Goals

In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:

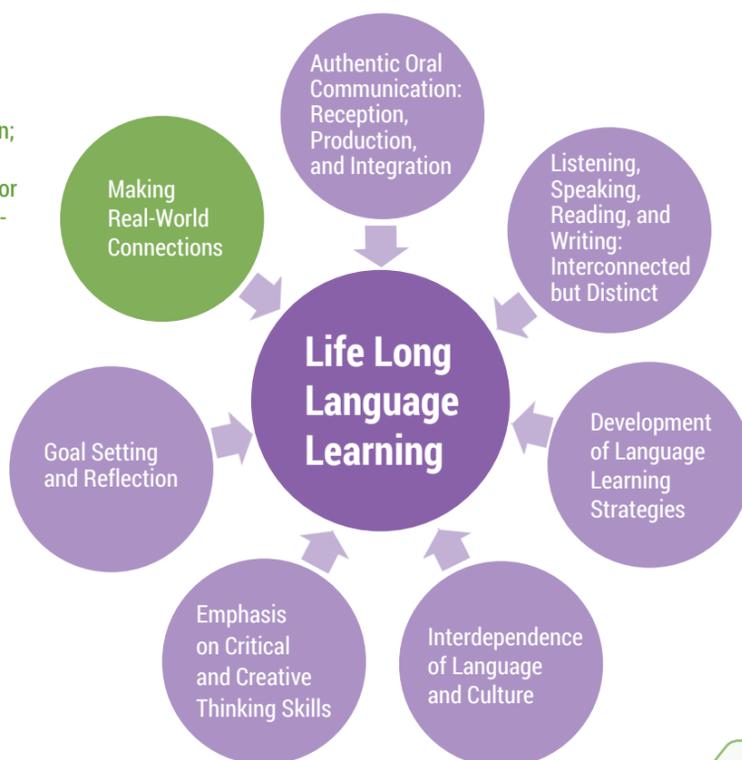
- use French to communicate and interact effectively in a variety of social settings;
- learn about Canada, its two official languages, and other cultures;
- appreciate and acknowledge the interconnectedness and interdependence of the global community;
- be responsible for their own learning, as they work independently and in groups;
- use effective language learning strategies;
- become lifelong language learners for personal growth and for
- active participation as world citizens.

Philosophy in FSL Teaching

French is no longer just the object of instruction; it is the language of instruction. Students use the target language to complete specific tasks or problems presented within authentic and meaningful social contexts.

Teachers

- embed language conventions within these authentic contexts;
- provide purposeful instruction, on-going modeling, and practice in a variety of authentic contexts;
- provide opportunities for peer and student-teacher collaboration and reflection; and
- create opportunities for spontaneous interactions.



“Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote learning, and how they will respond to students who are not making progress.”

- The Ontario Curriculum, French as a Second Language, Grades 1 - 8 Core French, Extended French, and French Immersion, (revised), 2013, page 30

So, What's New?

Seven enduring ideas

- Emphasis on FSL learning for personal growth and for active participation as world citizens.
- Responsibilities and roles for all members of the FSL student's community – student, parent, teacher, principal and community partners – are clearly articulated.
- Focus on functional fluency: clear distinction between production and interaction in expectations of all 4 strands.
- Emphasis on spontaneous interaction for an authentic, contextualized purpose (inquiry, problem solving, critical thinking, transfer of skills), with French as the medium.

Four Strands

- Listening, Speaking, Reading, and Writing
- Overall expectations in all strands are supported by specific expectations which are scaffolded and consistently worded, linking strands, grade levels and programs in order to provide continuity.
- Intercultural Understanding: a new overall expectation in all strands.
- Specific expectations provide scaffolded learning leading to increased awareness, understanding and appreciation of culture and socio-linguistic conventions in Canada and around the world.

No explicit language conventions

- Language conventions are embedded in each expectation. Action-oriented goals determine language conventions that are needed based on the social context.
- FSL instruction is about teaching literacy skills...showing students HOW to use the target language to complete a specific task.

Specific considerations

- Alignment with other Ontario Ministry of Education and Training documents and policies: Instructional approaches; Cross curricular and integrated learning; Planning FSL programs for students with special education needs and English language learners; Environmental education; Healthy relationships; Equity and inclusive education; Financial literacy; Literacy, mathematical literacy and inquiry; Critical thinking and critical inquiry; Role of the school library; Role of information and communications technology; Education and career and life planning; Health and safety.

Metacognition

- Thinking about thinking” now a specific expectation in all strands.
- Links metacognition and critical literacy.
- Defines metacognition and explains its role in the FSL classroom.
- Provides strategies, examples, and teacher prompts to guide teachers and students in self-reflection and self-evaluation activities.

Teacher resources

- Teacher prompts, instructional tips, and examples included, suitable for modeling and instructional support.
- Expanded glossary to inform and enable consistent understanding and use of terminology.

Exploring Considerations for Program Planning in FSL

The Ontario Curriculum, French as a Second Language, Grades 1-8, Core French, Extended French, and French Immersion, (revised), 2013



Grades 1 to 8: Core French, Extended French, and French Immersion

The revised curriculum describes fourteen considerations for FSL program planning and explains how the revised FSL curriculum aligns and connects with other Ontario Ministry of Education and Training policies and initiatives. Seven of the considerations are profiled here. See pages 30 to 51 in the revised curriculum for more information.

Instructional Approaches

"Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom" (page 30). A well-planned instructional program will:

- explicitly teach strategies to develop a deeper understanding of concepts (e.g., Venn diagrams to compare and contrast 2 concepts)
- challenge students to work at their optimal level
- differentiate approaches to teaching and learning
- offer many opportunities for students to apply their knowledge and skills, and consolidate and reflect on their learning
- provide meaningful, interactive, authentic tasks and
- include informal talk, discussion and formal talk.

Planning for Students with Special Education Needs

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft, 2011) describes a set of beliefs, based in research that should guide program planning for students with special education needs in all disciplines.

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence based research, tempered by experience.
- Universal design and differentiated instruction are effective and inter connected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

The FSL teacher works collaboratively with the Special Education teacher to determine which accommodations (for example, strategic seating, more time to complete tasks, or assistive technology) or modifications to the grade-level expectations are necessary to meet the needs of the students.

When accommodations are implemented, assessment, evaluation, and reporting is based on the grade-level curriculum expectations and achievement chart levels. See *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010* for details on how to report on students with modified expectations.

Environmental Education

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009 describes three goals that can be integrated in every curriculum area.

- Promote learning about environmental issues and solutions.
- Engage students in practising and promoting environmental stewardship at school and in the community.
- Highlight organizations and individuals within the education system who provide leadership to promote living more sustainably (page 41).

Healthy Relationships

To feel valued and connected, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community. The action-oriented approach to language learning emphasizes purposeful social interaction. "[Teachers] can help students develop and practise the skills they need for building healthy relationships by giving them opportunities to apply critical-thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means" (page 42).

Cross-Curricular and Integrated Learning

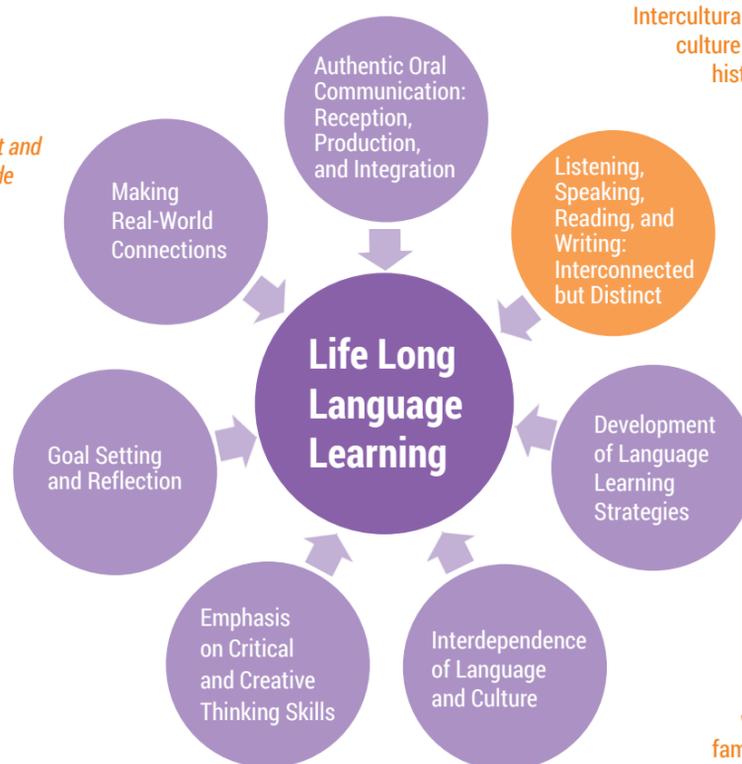
Provide opportunities for students to learn and use related content and/or skills in two or more subjects areas. Below are a few examples.

Intercultural awareness can be explored in conjunction with aspects of culture in the arts and/or social studies/ history/geography.

Environmental issues studied in science class can also be discussed in FSL lessons.

French presentations can incorporate drama techniques to convey feelings or opinions.

Note that "(i)n integrated learning, teachers need to ensure that the specific knowledge and skills for each subject are taught" (page 34).



Equity and Inclusive Education

In an inclusive education system, diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning.

In the revised FSL curriculum, specific expectations start with the student's personal and familiar environments (self, family, classroom and peers) and explore their roles in their community, region, province, Canada and the world. The overall expectation "Intercultural understanding," found in each strand, provides opportunities for exploring and celebrating the backgrounds and contributions of women and men of diverse ethnocultural, religious and racial communities and the beliefs and practices of First Nations, Métis, and Inuit peoples (pages 42-43).

Planning for the English Language Learner

English language learners bring a rich diversity of background knowledge and experience to the classroom. A prior language learning experience can facilitate further language learning. Succeeding in learning French has been shown to help English language learners improve their English-language skills.

Role of the Teacher

- Encourage parents to continue to use their own language at home as a foundation for language and literacy development.
- Find opportunities to bring students' languages into the classroom. Consider using parents and community members as a resource.

Program Adaptations

- Modify some or all of the subject expectations so they are challenging yet attainable.
- Use a variety of instructional strategies and simplified learning resources, including reference materials (word walls, visual dictionaries), music, and games.
- Provide assessment accommodations such as extra time to complete tasks; demonstration of knowledge through oral presentations, participation in movement activities, songs, or chants; use of portfolios, demonstrations, visual representations or models.

Additional Considerations for Program Planning

- Financial Literacy,
- Literacy, Mathematical Literacy, and Inquiry,
- Critical Thinking and Critical Literacy,
- The Role the School Library,
- The Role of Information and Communication Technology,
- Education and Career/Life Planning, and Health and Safety.

Action-Oriented Tasks

The Ontario Curriculum, French as a Second Language, Grades 1-8, Core French, Extended French, and French Immersion, (revised), 2013



Grades 1 to 8: Core French, Extended French, and French Immersion

Social interaction in French is pivotal in the revised curriculum. Students and teachers alike must be using the target language to achieve real goals. Teachers can plan activities using the action oriented approach to encourage students to use French to communicate in a meaningful way.

Authentic Oral Communication

Activities that develop meaningful communication skills
Respond to students' interests;
Are modeled and scaffolded using authentic situations;
Are practised in multiple ways to develop fluency;
Can be tailored to meet a variety of student needs;
Are presented across all 4 strands (listening, speaking, reading, and writing); and
Develop the ability to use language conventions in a real-world context.

Comprehensible Input

"Comprehensible input" means the students understand the messages they hear in French. As you describe and model activities for your students, try these comprehension strategies to help them understand.
The message is relevant to the students, the context, and the situation; is repeated exactly to give more time to understand;
Is repeated with the same key words in a more familiar sentence structure;
Can be negotiated by the students – they can ask questions, model what they think you are asking, and get feedback to confirm their understanding.

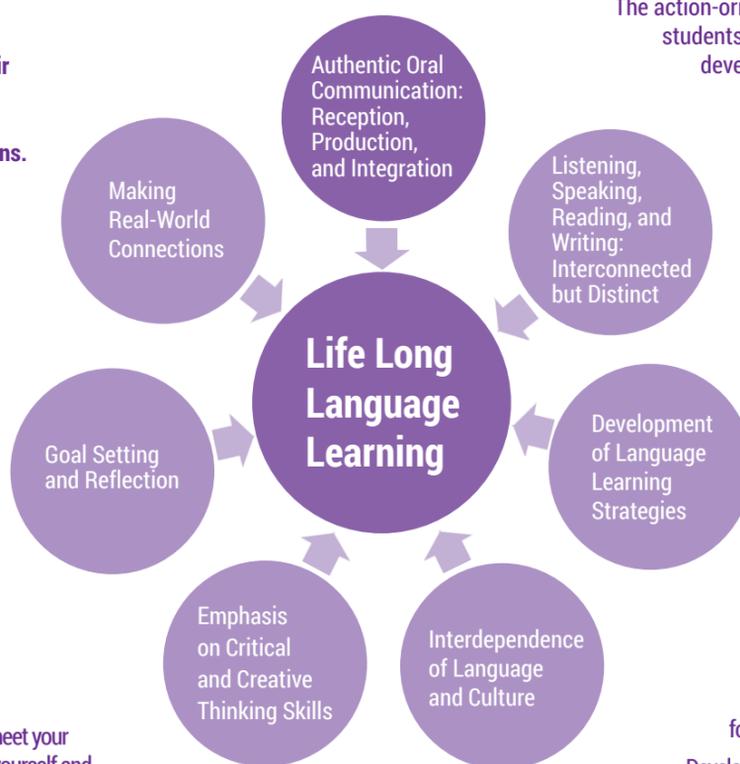
Spontaneous Communication

As lifelong language learners, students will continue to develop the ability to communicate in French as opportunities arise throughout their lives. In the classroom, however, students need many opportunities to plan, rehearse, and role-play what they would say in a variety of situations. The ability to speak spontaneously will develop over the years, as will the variety of contexts in which students can communicate meaningfully. The table below shows the expectations for each French program and division.

Real-World Connections

The action-oriented approach views the student as a social actor. As students work through activities based on this approach, they will develop interpersonal skills in order to negotiate successfully.

Using authentic texts, such as advertisements, schedules, websites, or newscasts, provides an opportunity to develop critical literacy skills. Analyzing the medium and message can uncover assumptions about the audience and the perspective the writer or speaker has chosen. Students can recognize cultural similarities and differences as they develop their ability to think critically.



Sample Action-Oriented Task

Grades:
Primary Immersion or
Junior Core French

Learning Goal:
I can introduce myself to others

Possible scenarios:
Visiting a francophone friend in North Bay. When you meet your friend's friends and neighbours, you need to introduce yourself and where you live. Suggest an activity you can do together. (Goal: you have found an activity to do together.)

Participating in a French camp. You need to introduce yourself to the camp counselors and find out where you need to go first. (Goal: you arrive at the correct location.)

Planning Action-Oriented Tasks

Start with the curriculum: choose the expectations you wish to cover.

Define a learning goal that describes the communication required for the activity.

Think of scenarios that use that type of communication and look for authentic texts.

Develop the action-oriented task(s): What is the goal?

How can students negotiate meaning with classmates? What questions or communication strategies do they need?

Consider what language knowledge is required to complete the task and plan how you will scaffold it for students.

"Teachers adopting an action-oriented approach may present language activities to students that closely mimic tasks they might face in everyday life. The tasks are therefore open-ended and require the use of a variety of skills and knowledge, often requiring oral and/or written interaction between two or more students."

- A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, 2013, page 32

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Immersion		Core		Extended	
Grades 1-3 Rehearsed messages	Grades 4-8 Increasingly spontaneous messages	Grades 4-6 Rehearsed messages	Grades 7-8 Increasingly spontaneous messages	Grades 4-6 Rehearsed messages	Grades 6-8 Increasingly spontaneous messages

Creating a Positive Learning Environment

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A positive learning environment founded upon cognitive, social, and affective strategies supports students' development. This support can nurture a resilient state of mental health and overall well-being. Students who feel supported at school can take the risks necessary to use their developing French language skills in class activities.

Language Learning Strategies

Language learning strategies provide students with the skills needed to make meaning and navigate the complex oral, reading, and writing situations they face in their daily interactions. In class, students develop these strategies as they solve problems within open-ended, action-oriented tasks.

These strategies need to be explicitly taught and practised until they become second nature for the student. They are not grade- or program-specific, but can be taught across all grades and programs.

Technology Tools for Teachers and Students

Using technology can motivate students to speak French. They can have control to listen and re-record until they are satisfied with their work. Students can use technology to collaborate and respond to images, presentations, or videos. For example, show the class an image and have students take turns building on each other's ideas orally or in a visual idea web.

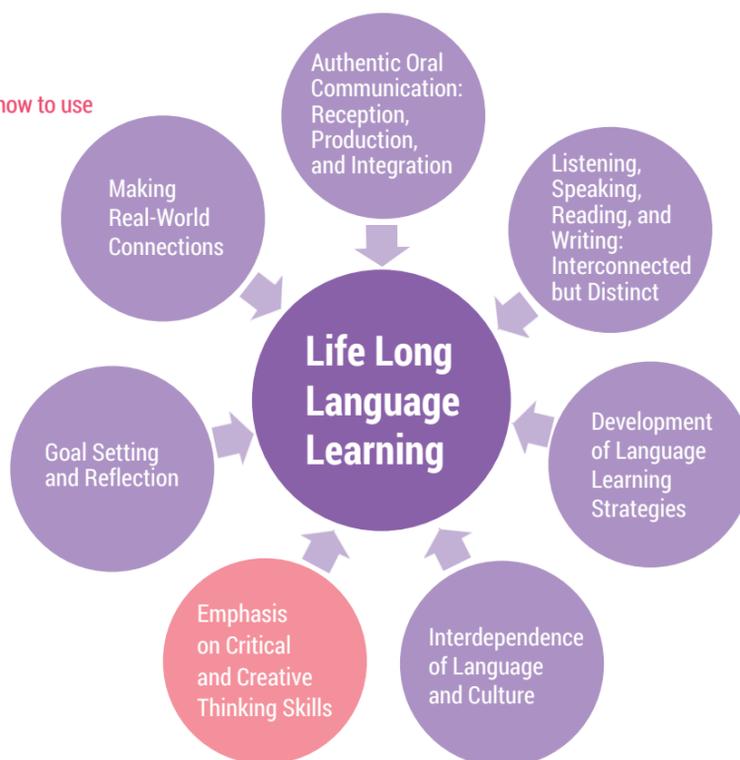
Digital recorders, smart devices or tablets can also make student thinking visible. Having students use these tools to complete tasks can provide insight into how students work, as well as work samples that can be shared with parents and colleagues.

Cognitive Strategies:

Listening Comprehension

Teachers cannot assume students understand how to use interactive listening strategies as described in expectation A.2.1 in the revised curriculum.

A possible activity to develop active listening is bottin de téléphone. Provide students with a blank telephone list and assign each student to a number. Over the course of the term, students will listen for their own number and complete the list with their classmates numbers. Students are able to "call" each other during class to engage in questioning, mini-dialogues, or conversations. As a class, discuss potential strategies for listening in order to hear the telephone number.



Affective Strategies:

Taking Risks

Encourage students to make mistakes! Use these mistakes as teachable moments.

- When students are starting to transfer their language skills into new contexts, avoid correcting errors that do not interfere with meaning.
- When correcting students, limit what you correct so as not to overwhelm the student.
- Allow students to finish speaking before correcting so as not to impede their thought or discourage participation.
- Use visuals and gestures to allow students to self-correct without being interrupted.

Social Strategies:

Cooperative Learning

In order for students to achieve the goals set forth in the curriculum, they need to build relationships and interact positively with others in groups. Teachers can support cooperative learning by

- providing flexible groupings: random, student chosen, ability based and various group sizes (pairs, triads, small and large groups);
- explicitly teaching students how to interact with each other in group settings;
- scaffolding and gradually increasing the time allotted for cooperative group work; and
- Co-creating guidelines for behaviour.

Instructional Tools

- Choose instructional tools based on current research when planning lessons.
- Scaffolding and observing independent practice/gradual release of responsibility
- Open-ended questioning
- Modelled, shared, and guided instruction
- Frequent check-ins for comprehension (for example, thumbs up/thumbs down)
- On-going descriptive feedback
- Cooperative learning activities (for example, jigsaw, value-line, four corners, inside outside circle, conveyor belt, think-pair-share; descriptions of these activities and others are located in the Appendix of A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume 1, Foundations of Literacy Instruction for the Junior Learner, 2006.)

Teachers can also use a variety of strategies to engage students and enable their achievement as they deliver lessons. Examples include speaking at a deliberate pace, giving clear instructions, chunking information, and pausing after asking a question to allow for think time.

Pour écouter attentivement il faut...

Regarder la personne qui parle

Écrire les mots clés/les numéros

Clarifier si je ne comprends pas

« Peux-tu répéter s'il te plaît? »

« Parle plus fort s'il te plaît »

Pour un travail coopératif,

Nous parlons toujours en français.

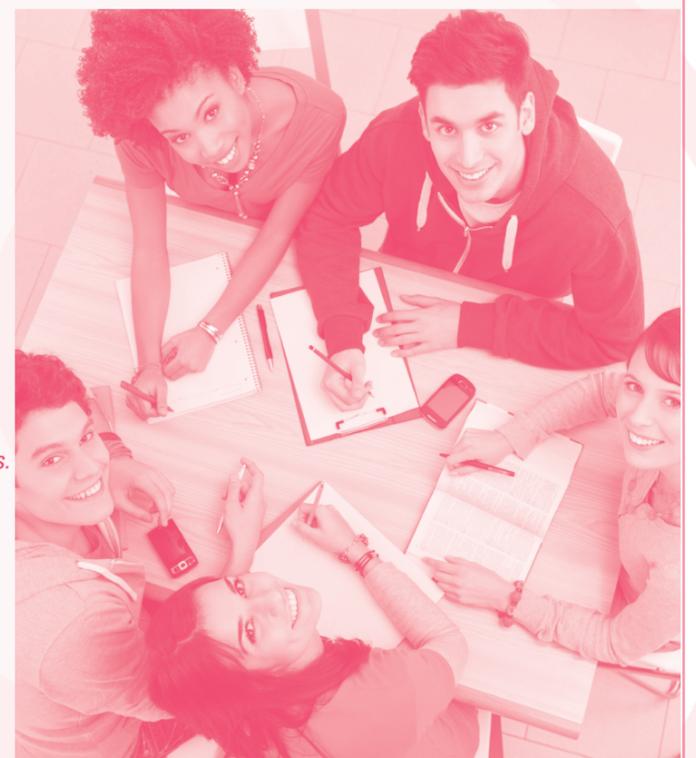
Nous écoutons les autres membres de notre groupe.

Nous posons des questions.

Nous contribuons nos idées et nos opinions.

Nous répondons aux idées des autres membres de notre groupe.

Nous exprimons nos opinions dans une manière respectueuse.



Assessment and Evaluation in the FSL Classroom

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Grades 1 to 8: Core French, Extended French, and French Immersion



The primary purpose of assessment and evaluation is to "improve student learning."

Metacognition

What? Metacognition helps students reflect on the ways that they learn, and these reflections help students see the "next steps" in their language learning development.

Why? Students gain a better understanding of how they learn in addition to what they learn. How?

Metacognitive Strategies involve setting goals, monitoring one's own progress in relation to those goals, evaluating one's own strengths and areas for improvement, and then using that information to plan for future learning "primary purpose of assessment and evaluation is to improve student learning"

The key to effective metacognition

is to have students ask the following questions about their learning and their strategy use:

1. Did I select and apply the best strategy for the situation? How do I know?
2. How did the strategy I used help me understand the text of the interaction?
3. What will I do differently the next time I use this strategy?
4. How can I use my reflections to plan for how I might use the other strategies next time?

Assessment for learning

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there." (Assessment Reform Group, 2002, p.2)

Assessment as learning

"Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves." (Western and Northern Canadian Protocol, p.42)

Assessment of learning

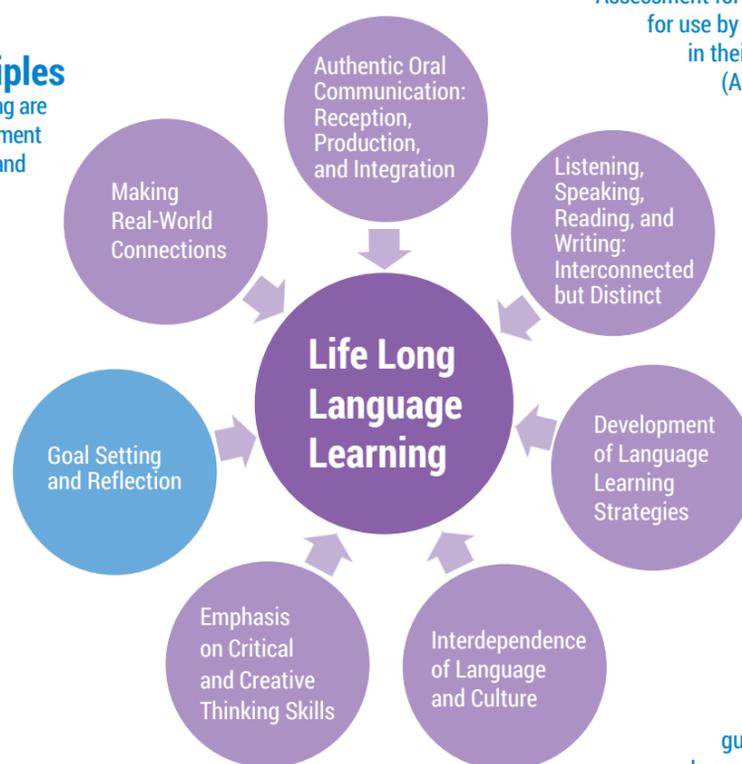
"Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures." (Western and Northern Canadian Protocol, p.55)

Quoted in The Ontario Curriculum, French as a Second Language, Grades 1 - 8 Core French, Extended French, and French Immersion, (revised), 2013, page 31.

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
 - support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
 - are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
 - are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
 - are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
 - provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
 - develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
- Growing Success, pg.6.



Assessment Tools

Checklists and anecdotal observation sheets can be helpful to assess as students are interacting with each other.

- Be sure to record the date and the specific criteria that you are observing.
- Choose a consistent method for tracking the quality of the interaction.
- Tracking errors made by a group of students enables you to prepare a mini-lesson to correct the mistake.

Success criteria

The co-construction of success criteria based on learning goals for the action-oriented tasks is at the forefront. Students are involved in their learning and work toward individual oral language goals using co-created success criteria.

Achievement Chart

Teachers use the achievement chart to level oral language, reading and writing throughout the process of learning, to act as a framework within which to assess and evaluate student achievement of the expectations. The achievement chart provides a foundation for developing clear and specific criteria to give students feedback.

The Achievement Chart in the curriculum provides "criteria" and "descriptors" for each of the four categories.

Knowledge and Understanding:

Knowledge of content and Understanding of content

Thinking:

Use of planning skills, Use of processing skills, and Use of critical/creative processes

Communication:

Expression and organization of ideas and information in oral, visual, and written forms; Communication for different audiences and purposes in oral, visual, and written forms; and Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms

Application:

Application of knowledge and skills in familiar contexts, Transfer of knowledge and skills to new contexts, and Making connections within and between various contexts

The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning wholeness and interconnectedness of learning.

Application and Consolidation of Language:

Teachers should model and support assessment for and as learning, to help students become effective self-assessors and goal-setters of their learning.