

# Getting Started with the Revised Curriculum

*The Ontario Curriculum, French as a Second Language, Grades 9 to 12, Core French, Extended French and French Immersion (revised), 2014*



## Grade 9 to 12: Core French, Extended French and French Immersion

*The Ontario Curriculum, French as a Second Language, Grades 9-12, Core French, Extended French, and French Immersion, (revised), 2014 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 9 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.

#### 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 situations;
- 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

#### SAMPLE TASKS:

- C'est l'anniversaire d'un membre de ta famille et tu veux acheter un cadeau. Tu vas au magasin et trouve un cadeau idéal, mais ça coute 30\$ et tu n'as que 20\$. Vous avez deux options: (a) tu dois convaincre un parent de t'aider à payer la différence ou (b) tu dois convaincre le vendeur de te donner le cadeau pour 20\$ au lieu de 30\$.
- Tu prends un voyage dans un pays francophone. Tu planifies et prepare un budget pour le voyage. Tu écris un résumé qui surligne les endroits intéressants afin de convaincre tes amis et ta famille de voyager avec toi.

### 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 solve a specific problem 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**;
- 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 9 to 12, Core French, Extended French and French Immersion (revised), 2014, page 34

# 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, teacher, parent, principal and community partners - are clearly articulated
- focus on the **functional fluency**: clear distinctions between production and interaction in expectations in 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 supported by specific expectations which are scaffolded and consistently worded, linking strands, grade levels and programs in order to provide continuity
- specific expectations provide scaffolded learning leading to increased awareness, understanding of and appreciation for culture and socio-linguistic conventions in Canada and around the world

## INTERCULTURAL UNDERSTANDING

- intercultural understanding: a new overall expectation in all four strands that address intercultural awareness and sociolinguistic conventions
- intercultural awareness allows students to focus on developing a deeper understanding of French-speaking communities around the world and to make connections to students' personal experiences and cultures, as well as develop an appreciation of and respect for diverse cultures
- students will also learn about and begin to use French sociolinguistic conventions from various reasons in a variety of social contexts

## CONTEXTUALIZATION OF 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** and showing students HOW to use the target language in order to complete a specific task

## SPECIFIC CONSIDERATIONS

- alignment with other Ontario Ministry of Training and Education documents: Instructional approaches; Planning FSL Programs for students with special education needs; Program considerations for English Language Learners; Environmental education; Healthy relationships; Equity and inclusive education; Financial literacy; Literacy, inquiry skills and numeracy; The role of the school library; Role of information and communications technology; The Ontario Skills Passport; Education and Career/Life planning; Cooperative learning and other forms of experiential learning; Planning program pathways and programs leading to a Specialist High Skills Major; Health and safety.

## Teacher Resources

- **teacher prompts, instructional tips and examples** included are suitable for modeling and instructional support
- expanded glossary to inform and enable consistent understanding and use of terminology

## METACOGNITION

- **"thinking about thinking"** is 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

