



Implementation and Training of the revised French as a Second Language Curriculum: Grades 1-8

Vision and Goals for French as a Second Language – Core, Extended, and Immersion, Grades 1 to 8

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 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.

What aspects of the Vision and Goals resonate with you?

Enduring Idea	Notes
Authentic Oral Communication	<ul style="list-style-type: none"> • Choose a grade, go to curriculum, find the expectations for Listening and Speaking • Think of authentic context <p>What language would students need to communicate in that situation? How would we model the use of the language?</p> <p>What opportunities would students have to practice this language in context?</p> <p>How do we know that they have consolidated this new learning (can they apply in this situation and others)?</p>
Listening, Speaking, Reading, Writing: Interconnected but Distinct	<p>Connect to pages 19-21, Strands in the FSL Curriculum</p> <p><i>“If students hear it, they can say it. If students can say it, they can read it. And if students can read it, they can write it.”</i></p> <p>What implications does this statement have on teaching and learning?</p>
Development of Language Learning Strategies	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> </div> <div style="flex: 1; padding-left: 20px;"> <p>Links and supports:</p> <ul style="list-style-type: none"> • Anchor charts for strategies • Teaching and Learning of Language <p>How do you introduce these strategies in a classroom?</p> </div> </div>

Enduring Idea	Notes
Interdependence of Language and Culture (Expectations 3.1-3.2)	Intercultural Understanding: 
Emphasis on Creative and Critical Thinking Skills	Links and supports: <ul style="list-style-type: none"> Media Literacy in EF/FI Core: Sociolinguistic Conventions Adolescent Literacy Guide p. 16-21 What does this look like in each of the three programs? <ul style="list-style-type: none"> Core (Sociolinguistic conventions) Extended (Media literacy) Immersion (Media literacy)
Goal Setting and Reflection (Expectations A 2.3, B 2.3, C 2.3, D 2.4)	Links and supports: <ul style="list-style-type: none"> Connecting Practice and Research--Metacognition Guide Adolescent Literacy Guide p. 22-27 Creating Pathways to Success What kind of opportunities can we provide for students to set goals and reflect on their progress?
Making Real-World Connections	Links and supports: <ul style="list-style-type: none"> Guide to Reflective Practice for Core French Teachers—Module 3 : Action-oriented approach What kind of real-world connections can be made for this grade?

Intercultural Understanding: Intercultural Awareness and Awareness of Sociolinguistic Conventions

Grade	Core	Extended	French Immersion
1			
2			
3			
4			
5			
6			
7			
8			

Notes: