



## ADMINISTRATIVE GUIDELINE

### **Title: French as a Second Language – Core French - Elementary**

**Effective Date:** April 9, 2001

**Responsibility:** Superintendent of Program and Schools

**Revised:** April 1, 2022

#### **1.0 Rationale**

The Ministry of Education supports Core French instruction from grades 4-8 through funding and through the Ontario Curriculum for Core French Grades 4-8. There is no curriculum or funding provided by the Ontario Ministry of Education for Core French from grades K-3. According to the FSL Framework for French as a Second Language in Ontario schools, “students’ achievement in FSL depends not only on their proficiency in the language but also on their confidence in using it” (p.9). Distributing the number of hours students study French over fewer years, supports intensity of instruction and learning experiences that permit a steady growth of knowledge and skills.

#### **2.0 Program Delivery**

In the elementary schools of the Near North District School Board, the French as a Second Language Core French program shall be delivered in accordance with the following model:

##### **2.1 - 2022/23 school year**

Grades 1-3: 60 minutes per five-day cycle (no French provided in split K/1 classes)

Grades 4-8: 150 minutes per five-day cycle

##### **2.2 - 2023/24 school year**

Grades 2-3: 60 minutes per five-day cycle (no French provided in split ½ classes)

Grades 4-8: 150 minutes per five-day cycle

##### **2.3 - 2024/25 school year**

Grade 3: 60 minutes per five-day cycle (no French provided in split 2/3 classes)

Grades 4-8: 150 minutes per five-day cycle

To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

#### 2.4 - **First year of new model:**

Grades 4-8: 200 minutes per five-day cycle

- **N.B. Split classes are a common occurrence in the Elementary panel. As the transition is made to the new delivery model, a split class will follow the implementation plan as listed above.**

### 3.0 Accumulated Hours

Annual hourly accumulation of French as a Second Language – Core French instruction, by year and grade:

The accumulated hours can be affected by split grades, but will not reduce the students' total hours to lower than the required amount as per Ministry Guidelines.

Grade placement in 2022-2023	Total accumulated hours by end of grade 8
SK	646 hours
1	794 hours
2	787 hours
3	781 hours
4	775 hours
5	743 hours
Grades 6-7-8 unaffected by new delivery model	

### 4.0 Program Content

The content is designed to meet all the expectations of the French as a Second Language Ontario Curriculum by the end of Grade 8. An important influence in providing French programming in Ontario schools has been the Common European Framework of Reference for Languages (CEFR). In Ontario, this reference tool is recognized as a significant asset for informing instruction and assessment practices in FSL education (*FSL Framework for French as a Second Language in Ontario Schools, p.4*).

### 5.0 Instructional Approaches

The Near North District School Board is committed to ensuring that Core French instruction is based on the most current and effective instructional practices, as outlined in the following documents: 1) Ontario curriculum document *French as a Second Language: Core French, grades 4 to 8; Extended French, grades 4 to 8; French Immersion, grades 1 to 8;* 2) *A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12;* and, 3) current research studies.

Effective instructional practices include the following:

An action-oriented approach:

- “Action-oriented and communicative approaches to teaching FSL focus on meaning over form; emphasize meaningful interactive activities; center on communicative language needs; and, when possible, highlight authentic tasks within the context of a classroom environment. While the communicative approach centers on communicating in the target language, the action-oriented approach requires students to perform a task in a wider social context.” (p. 31, Ontario curriculum policy document).

To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Learning, teaching and assessment relate to developing proficiency in listening, speaking, reading and writing.
- There is a focus on developing oral language skills as the foundation for developing proficiency in all strands.
- Students have multiple, daily opportunities to interact in French.
- Learning, teaching and assessment tasks in all strands are focused on authentic communication in French.
- Language conventions are contextualized within the learning and are determined by the social context of the action-oriented task.
- Learners' plurilingual and pluricultural competences are valued and developed.

## 6.0 Assessment and Evaluation Expectations

**Following full implementation of the grade 4-8 delivery model in 2025/26: Grades 4-8 teachers report on all four strands for both Term 1 and Term 2 Report Cards.**

**Assessment for learning:** Learner autonomy and metacognition are promoted. Students have frequent opportunities to reflect on and monitor their own learning (reflection on strengths, strategies, progress and achievement of goals).

**Assessment as learning:** Learning goals, co-constructed success criteria, and descriptive feedback is based on the knowledge, skills, concepts and processes from the Ontario French as a Second Language curriculum document and are based on "I can" statements embedded in the French curriculum to guide educators and students on proficiency levels.

**Assessment of learning:** Summative assessments are based on the knowledge, skills, concepts and processes from the French as a Second Language Ontario curriculum and are based on "I can" statements embedded in the French curriculum to guide educators and students on proficiency levels.

## 7.0 Teacher Qualifications

The additional qualification of French as a Second Language – Part 1 is the minimum qualification to teach French as a Second Language and preference will be given to candidates who earn a level B1 in NNDSB's French competency testing.