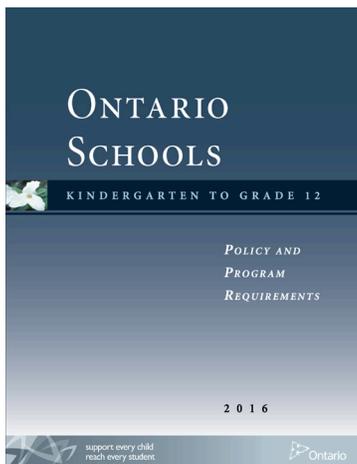


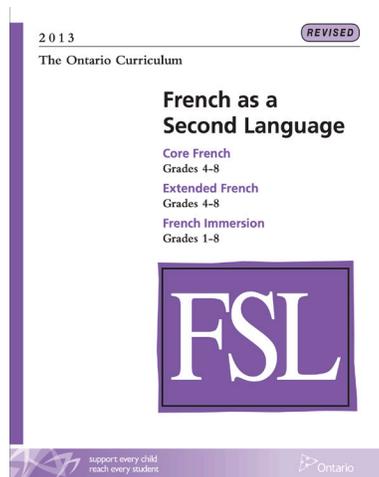
# WHAT DO MINISTRY OF EDUCATION DOCUMENTS SAY?

## Ontario Schools, Kindergarten to Grade 12 - Policy and Program Requirements (2016) Section 2.6.1 (p.33)



French is also taught in the English-language schools of Ontario to provide students with the opportunity to become bilingual in the two official languages of Canada. The study of French as a second language is compulsory in elementary school from Grade 4 to Grade 8, and secondary school students are required to earn at least one credit in French as a second language to graduate. Students may also count two additional French credits as compulsory credits towards their diploma. The mandatory French requirement can be met through core French programs, which involve the study of the French language, or through French immersion and extended French programs, in which French is not only taught as a subject but also serves as the language of instruction in other subjects. Schools must offer at least core French programs from Grade 4 to the end of Grade 12. The delivery of French immersion and extended French programs is optional.

## FSL Curriculum Documents Elementary - p. 6



## Vision and Goals for French as a Second Language – Core, Extended, and Immersions, 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.

### Goals

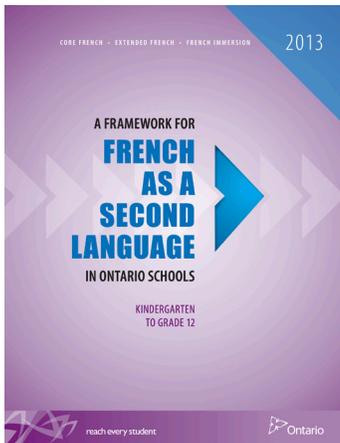
In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:

- 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.

In order to achieve the goals of the elementary and secondary FSL curriculum, students need to:

- acquire a strong oral foundation in the French language and focus on communicating in French;
- understand the value of learning another language;
- develop the skills needed to strengthen traits of resilience and to secure a sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to build relationships and interact positively with others, and to use critical and creative thinking processes.

## A framework for French as a Second Language in Ontario Schools; K-12 - p. 9



### Vision:

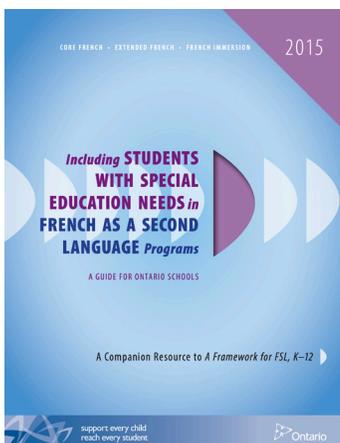
Students in English-language school boards have the confidence and ability to use French effectively in their daily lives.

**GOAL 1:** Increase student confidence, proficiency, and achievement in FSL.

**GOAL 2:** Increase the percentage of students studying FSL until graduation

**GOAL 3:** Increase student, educator, parent, and community engagement in FSL.

## Including students with special education needs in FSL programs; a companion resource to a Framework for FSL; K-12 - pp. 20, 23

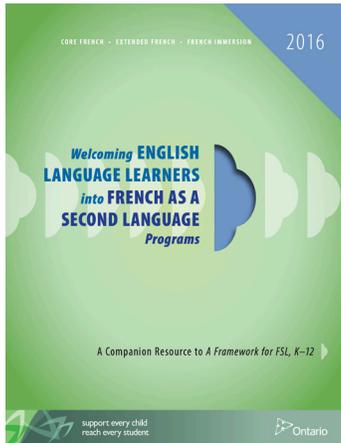


Until 2004, the ministry's Policy/Program Memorandum (PPM) No. 58 provided for the possibility of exemptions from the elementary Core French program. Since the revocation of PPM No. 58 in 2004, however, **there is no ministry policy outlining exceptions to the inclusion of all students in FSL programs.** (p. 20)

Ontario Schools states that secondary school principals have the discretion to substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. These substitutions "should be made to promote and enhance student learning or to respond to special needs and interests" (p. 61). **It should be noted that there is no policy or program requirement suggesting that such substitutions should be made for FSL in particular.** If a substitution for a compulsory credit is deemed necessary or in the best interests of an individual student, there are a variety of options. For example, if a Grade 8 student is planning to enrol in a Grade 9 learning strategies course in the coming school year, the principal could:

- defer a compulsory credit that would have been taken in Grade 9 to a later year, or
- substitute the learning strategies course for a compulsory credit in another subject area (e.g., courses in arts, health and physical education, geography, French as a second language, and information technology that are not prerequisites for a compulsory Grade 10 credit). (p.23)

**Welcoming English Language Learners to FSL Programs - A companion resource to the Framework for FSL; K-12 - pp.14-15**



<p><b>Elements of the Vision</b> English language learners will:</p>	<p><b>How Participation in FSL Programs Supports the Vision</b></p>
<p>"learn English at the same time as the Ontario curriculum"</p>	<p>The FSL curriculum fosters an interest in lifelong language learning. It is founded on seven fundamental concepts that focus on the development of skills, including language learning strategies, that are also necessary for lifelong language learning. As they learn French, students will acquire strategies that will support them in learning English.</p>
<p>"see themselves in the learning environment"</p>	<p>English language learners can see themselves in the learning environment of an FSL classroom, where all the students, including English-speaking students, are learners of a new language.</p>
<p>"feel that their culture and language are valued"</p>	<p>Intercultural awareness is an integral part of the FSL program. FSL teachers encourage the development of the students' understanding of, and respect for, diverse cultures.</p>
<p>"have confidence to express their opinion and know they have a voice"</p>	<p>FSL teachers provide their students with an accepting environment and ample opportunities to speak and interact in French. Students are motivated to express themselves because the teacher listens carefully to what they are trying to communicate rather than merely focusing on linguistic errors.</p>
<p>"meet high expectations when they are involved in setting goals"</p>	<p>Students reflect on their abilities and monitor their own progress, with support from the FSL teacher.</p>
<p>"have opportunities to choose pathways that honour their strengths and interests"</p>	<p>Knowledge of both of Canada's official languages complements many career/ life pathways for students.</p>