

Title	FRENCH AS A SECOND LANGUAGE (FSL) CORE FRENCH – ELEMENTARY	Procedure No.	9040
Department	LEARNING SUPPORT SERVICES		
Reference(s)	– The Ontario Curriculum: <i>French as a Second Language: Core, Grades 4 – 8. Extended, Grades 4-8, Immersion, Grades 1-8 2013.</i> – Ministry of Education: <i>Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1-12, 2010</i> – <i>A Framework for French as a Second Language in Ontario Schools. Kindergarten to Grade 12 (2013)</i> – Learning for All ~ A Guide for Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 – Including Students with Special Education Needs in French as a Second Language Programs (2015)	Effective Date	2002 June 12

1.0 Overview

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

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

*The Ontario Curriculum - French As a Second Language:
Core French - Grades 4 -8; Extended, Grades 4-8; Immersion, Grades 1-8*

In accordance with the Ministry of Education Ontario Curriculum: French As A Second Language: Core Grades 4-8; Extended, Grades 4-8; Immersion, Grades 1-8, it is the goal of the Board to provide second language programs to ensure that all students develop basic communication skills in French, and an appreciation for a second language and its culture (Core French Program).

Administered By	LEARNING SUPPORT SERVICES
Date of Last Amendment	2011 April 26, 2016 January 26

It is the vision of the Ministry of Education that, “knowledge of an additional language strengthens first-language skills. The ability to speak two or more languages generally enhances cognitive development, as well as, reasoning and creative-thinking skills. It also enhances the student's confidence as a learner, facilitates the learning of additional languages, and contributes to academic achievement. As their strengths develop, French language learners become more flexible and adaptable in new and unforeseen situations. For example, second-language learners tend to be more divergent thinkers, with improved memory and attention span.” (pg. 7)

“The vision for FSL: Students in English-language school boards have the confidence and ability to use French effectively in their daily lives. The Framework outlines 3 goals: Increase student confidence, proficiency, and achievement in FSL; Increase the percentage of students studying FSL until graduation; Increase student, educator, parent, and community engagement in FSL.”

Framework for French as a Second Language
in Ontario Schools, Kindergarten to Grade 12

2.0 Core French Instruction

- 2.1 All students will begin the Core French program in Grade 4 (as per Ministry curriculum) in order to accumulate the required 600 hours by the end of Grade 8. An accumulation of 120 hours a year requires a minimum of 38 minutes per day of dedicated French from Grades 4 - 8. Ideally, French instruction should not be simultaneously taught with other subject areas (for example Grade 3 Language and Grade 4 French). This equates to a minimum of 380 minutes in a 10 day cycle. Core French instruction is recorded on the September Statistical Report, and on Appendix F: “Student Record of Accumulated Instruction in French As A Second Language in Elementary School” in the OSR. Documentation is the responsibility of the Principal.
- 2.2 Schools operating on a balanced day may choose to have 50 minute blocks for 8 days out of 10 day cycle but should avoid timetabling two consecutive days without French. Given that 38 minutes per day is the minimum requirement, principals should ensure that:
 - the accumulated hours are not less than 120 hours per year;
 - the program is delivered in teaching blocks not less than 30 minutes.
- 2.3 The two areas of emphasis of the Core French program are the Listening and Speaking strands.

3.0 Reporting on Core French

- 3.1 The emphasis at the beginning of the Grade 4 program is Listening and Speaking. On the Progress Report Card and Term 1 Report Card, teachers of Grade 4 will only report on Listening and Speaking and use the following statement in the comment box: “Progress in French is based on the student’s achievement in Listening and Speaking only” Teachers of Grade 4 will report on all four strands for Term 2 Report Cards. Teachers of Grades 5 – 8 will comment on all four strands for the Progress Report and both Term 1 and Term 2 Report Cards.

- 3.2 Teachers must check the Individual Education Plan (IEP) box on the report card when the Core French expectations for the student vary from those of the regular program for the grade. Teachers are not required to report if a strand is not part of the student's instructional program as per the IEP. The following statement needs to be included on the Elementary Provincial Report Card in the section "Strengths/Next Steps for Improvement": *"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of the curriculum expectations."*

Growing Success 2010 pg. 61.

4.0 Meeting Student Needs

"The foundational belief that all students can learn applies to students across all subject and program areas." (p.3) Furthermore, in the document, "it is emphasized that decisions about program participation, including participation in FSL programs, should be made on a case-by-case basis, taking into account the strengths, needs, and interests of the individual student." (p. 3)

- Students with special education needs benefit from Learning French as a second language.
- Specific strategies and supports have been shown to be effective in meeting the needs of students with special education.
- Educational policies reflect increasing support for including all students in FSL programs. (p. 11)

Even some students with learning difficulties that relate specifically to language learning can, with the provision of support, experience both academic and social benefits from participation in FSL programs. (p.11)

Including Students with Special Education Needs in
French as a Second Language Programs (2015)

- 4.1 French as a Second Language: Core, Grades 4 – 8; Extended, 4-8, Immersion, Grades 1-8 offers a series of recommendations for modifying the French program for students with special needs. Teachers should consult Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools *First Edition, Covering Grades 1 to 12* (2010), and Learning for All K-12 (Draft June 2013) ministry documents for strategies to address the needs of all students. Principals must ensure that teachers of French are aware of students on Individual Education Plans so that appropriate programming modifications and/or accommodations will be made.
- 4.2 In the very rare circumstance that a student could be considered for an exemption for the Core French program, the principal, in consultation with the school superintendent, must submit full documentation to the Associate Director, Learning Support Services for decision. The 'Request For Exemption From French as a Second Language (FSL)' form will be posted in Electronic Forms on the Employee Portal. Decisions will be in consultation with the Superintendent of Student Achievement (Special Education) and communicated in writing to the principal following the full review of the submitted documentation. Please note: This form is to be submitted annually for review and approval.

- 4.3 French As A Second Language: Core , Grades 4-8; Extended, Grades 4-8; Immersion, Grades 1-8 allows students to be exempted from FSL if they are taking Native as a Second Language.

5.0 Teacher Qualifications

Teachers of Core French require French as a Second Language (FSL) certification. Qualifications in FSL must indicate French as a Second Language or Français langue seconde. **Français is not a French as a Second Language qualification.**

Qualifications in FSL are indicated by any one of the following entries on the Certificate of Qualification and Registration (Ontario Regulation 176/10):

QUALIFICATIONS IN THE INTERMEDIATE AND SENIOR DIVISIONS/ QUALIFICATIONS POUR LES CYCLES INTERMÉDIAIRE ET SUPÉRIEUR

- French as a Second Language
- Français langue seconde

QUALIFICATIONS/QUALIFICATIONS

- Teaching in a French Immersion Setting
- FSL - Immersion

THREE-PART SPECIALIST QUALIFICATIONS/QUALIFICATIONS DE SPÉCIALISTE EN TROIS PARTIES

- French as a Second Language
- Français langue seconde

HONOUR SPECIALIST QUALIFICATIONS/QUALIFICATIONS DE SPÉCIALISTE EN ÉTUDES SUPÉRIEURES

- French as a Second Language
- Français langue seconde