

## Introduction to the Program of Studies for French as a Second Language

### Curriculum based around four components:

1. Language field experiences and the ability to comprehend and express ideas and negotiate meaning (experience-communication)
  - **Social-** family, school, friends, holidays, celebration, work
  - **Civic-** society rights, responsibilities, consumerism, conservation
  - **Intellectual-** arts, sciences, media
  - **Leisure-** vacations, clubs, associations, outdoor life and travel
  - **Comprehension**
  - **Production**
  - **Negotiation**
2. Linguistic elements of the French Language- sounds, written symbols, vocabulary, word order, grammatical rules and discourse features (language)
  - **Language concepts** – Savoir
  - **Application of Vocab and Language-** Savoir-faire
3. The ideas, behaviours, manifestations, cultural artifacts, and symbols shared by Francophone peoples in addition to the development of intercultural skills and knowledge (culture)
4. Strategies that are cognitive, socio-affective and metacognitive in nature (language learning strategies)
  - **Cognitive-** thinking skills, associations, deductive and inductive reasoning, identifying key ideas
  - **Socio-affective-** collaboration, tolerating unknown words and expressions, taking risks to communicate
  - **Metacognitive-** planning, monitoring and evaluating ones-own learning
  - **Memory-** visualization, word-webbing, repetition

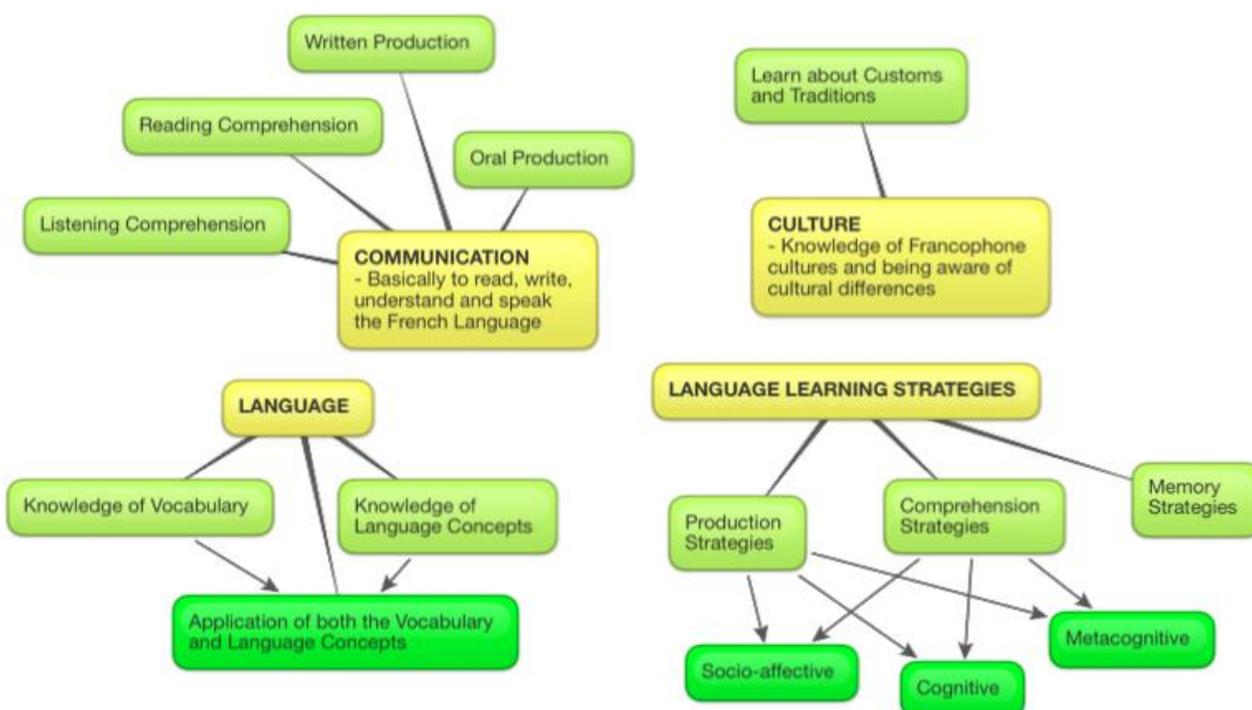
There are four General Learning Outcomes (hereon referred to as GLO's) outlined by the Program of Studies:

- **Communication**
  - o Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.
- **Language**
  - o Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.
- **Culture**
  - o Students will use their knowledge of different Francophone cultures and their own culture to be able to interact appropriately within these cultures.
- **Language Learning Strategies**
  - o Students will use their knowledge of strategies to enhance learning and to communicate in French.

On top of these four GLO's, there is an emphasis on specifically stated "**Fields of Experience**" targets, hereon referred to as a fifth GLO called **Experience**, that must also be completed by the end of a school year (grades 4 – 9) or semester (grades 10 – 12).

For each grade of the 9-year FSL Program, the main 4 GLO's branch out into Specific Learning Outcomes (hereon referred to as SLO's) that define the requisite linguistic, cultural, intercultural and strategic knowledge, and communicative skills. The **Experience** component is used to assist students in practice and applying the knowledge from the SLO's learned. For example, an **Experience** component may show in the form of language activities where the students can apply and practice vocabulary/phrases learned, such as meeting new people, describing the weather or a physical area, giving directions, etc.

The SLO's for each GLO are broken down into the following categories:



## Content Scope

Research has demonstrated that a second language is best taught between 30 and 40 minutes a day over the course of the school year to enable students to develop communication skills, linguistic knowledge, cultural understanding, intercultural competence and language learning strategies.

In the 1990s, second language programs emphasized the importance of experiencing language in context and communicating authentic messages at varying levels of language competency.

The program of studies is divided into 4 fields of experience:

The **social** dimension includes fields of experience related to family, school, friends, holidays and celebrations, social life and work. The **civic** dimension is centered on life in society as it pertains to an individual's rights and responsibilities in areas such as consumerism and conservation. The **intellectual** dimension encompasses the fields of experience associated with the arts, sciences and the media. The **leisure** dimension focuses on experiences related to vacations, clubs and associations, outdoor life and travel.

It is important to note that in grades 4 through 12 students develop their vocabulary base in all linguistic areas—nouns, verbs, adjectives, adverbs, prepositions, etc. In order for students to develop a large vocabulary base, they must have extensive exposure to the French language at the listening and reading comprehension stages.

## Sequence of Themes/Experiences

Grade Level	Experience 1	Experience 2	Experience 3	Experience 4	Experience 5	Experience 6
4	My Classroom	Who Am I?	My Immediate Family	Calendar & Weather	Alberta Winter Celebrations	Four Holidays & Celebrations
5	My Elementary School	Our Friends – The Animals	Clothes	My Home	Le Festival du Voyageur	Four Holidays & Celebrations
6	My Health & Well-Being	My Neighborhood	Alberta – My Province	The Environment	Le Carnaval de Quebec	Four Holidays & Celebrations
7	School	People Around Me	Weather	Four Holidays & Celebrations		
8	Animals	Clothing	Food	Four Holidays & Celebrations		
9	Sports & Exercise	Housing	Community	Four Holidays & Celebrations		
French 10	Activities	Shopping	Vacations	Fine Arts	Safety (optional)	
French 20	Senses & Feelings	Close Friends	Fads & Fashions	Consumerism	Outdoor Life (optional)	
French 30	World of Work	Travel & Tourism	Role of the Media	Conservation & the Environment (optional)		