

The French Program at the OJCS

I hear and I forget, I see and I remember, I do and I understand.

(Confucius)

A multidimensional curriculum for teaching second languages was first proposed by H. H. Stern (1982) and is the approach used in many schools including OJCS.

This approach means that the French program does not focus on language alone. Instead, elements from four syllabi, Communicative/Experiential, Language, Culture and General Language Education are combined to provide a study of the second language in all its aspects, taking into account the context in which language is used for communication, both oral and written.

The Communicative/ Experiential Syllabus

The Communicative/ Experiential syllabus is designed to have the student develop language and communicative skills by doing things rather than by simply examining the language. The students no longer begin by studying the code system in order to understand its functioning. Instead, they find themselves in a situation where they must use the language for a definite purpose, to complete a clearly defined task. It is thus a variation of the immersion principle. The communicative/experiential syllabus reflects real-life language use needs. It is based on the principle that an individual in interaction with his or her environment develops a store of experiences, some of which are communicative in nature.

The Language Syllabus

Specific language content can only be determined once the field of experience, the topic to be developed and the experiential goal have been identified. Explicit teaching of language rules and exercises which concentrate on the form will be necessary, but they will be done as a result of the student's need to know certain language elements in order to accomplish the communicative task more effectively. This includes grammar rules, verbs, and sentence structure.

The Culture Syllabus

The Culture syllabus is an introduction to the sociocultural context of the language being studied. The cultural component in the multidimensional curriculum is intended not only to make the students' language learning more effective, but it should also add to their general education by preparing them to live in Canadian society and to broaden their cultural horizons. This includes French Canadian culture in Québec, the French Acadian culture in Atlantic Canada, the culture of pockets of French speakers in other provinces such as Saskatchewan and the culture of francophone nations throughout the world.

The General Language Education Syllabus

The General Language Education Syllabus focuses on how languages are learned (strategies) and makes linguistic comparisons. Its role is to encourage and facilitate reflections and generalizations about language, language learning strategies, and reflections about cultural similarities and differences. Developing students' awareness in these areas contributes to their general education. This includes the use of French words that are the same as English words, the use of masculine/feminine in comparison to the Hebrew language.

ADK French Curriculum – Mme Marlène Colbourne

Time allotted: 10 periods of 40 minutes (a quarter of the instruction time).

The students explore French through songs, crafts, stories, games, drama, and movement. The students explore basic themes such as colours, numbers, calendar, seasons, hibernation, clothing, sports, school, animals, family, the food groups, and general health.

The students make a bingo card with every theme. The cards stay at school, and are used to review throughout the year. As well, every theme has something tangible to bring home such as a booklet, or a game to bridge the relationship between the classroom and home.

Parents are encouraged to play the game or read the booklet with their child at home. Parents are also asked to expose their children to French language by listening to French television or music, French bedtime stories, or even supertime conversation.

Grade 1 French Curriculum – Mme Marlène Colbourne

Time allotted: 6 periods of 40 minutes.

The main goal of Grade 1 French is to have the students speak French. The students take all the vocabulary that they have already learned in ADK, as well as use a gesture based program called the AIM program to allow the students to communicate orally in French. Wendy Maxwell's Accelerative Integrative Methodology (AIM) blends the best of language-acquisition theory and brain-based research with systematized and engaging classroom practice, creating astounding results. The AIM program attaches a gesture to a word in order to facilitate communication in French. The program also has plays such as “Les trois petits cochons” built into its program that the child will participate in. These plays are presented to parents during French week.

The school year starts with the students working on alphabet booklets that teach them the names of the letters as well as the sound they make. This activity is used to review vocabulary taught previously, and the students learn a song with every letter. Then the students work on phonics (sounds) that lead to beginner reading in French. During the second term, the students participate in a “borrow a book” program, providing parents an opportunity to share a French book together. As the students improve with written French, the classes work on short stories together, to improve their comprehension of French.

Grade 2 French Curriculum – Mlle Tamara Mervin

Time allotted: 6 periods of 40 minutes.

Borrow a book program: French level appropriate books are sent home weekly to encourage French reading.

Oral: The AIM program is used to prompt students during discussions. The AIM program is used to reinforce vocabulary, teach sentence structures and to encourage students to speak in French.

Reading: The program "A mot découvert" is used to teach reading comprehension. The program starts at the beginning of grade 2 and continues through the end of Grade 3.

Writing and phonetics: The first term is phonetics. Every week, students learn a new sound. In term two, students will begin writing. Weekly words are used to teach about sentence structure without the need to worry about spelling.

Learning through play: What better way to get students speaking than in a game situation? They will learn sounds, vocabulary, and sentence structures all while having fun.

Grade 3 French Curriculum – Mlle Tamara Mervin

Time allotted: 6 periods of 40 minutes.

Borrow a book program: French level appropriate books are sent home weekly to encourage French reading.

Oral: In Grade 3 (less in Grade 3 than 2), the AIM program is used to prompt students while in discussions. The AIM program is used to reinforce vocabulary, teach sentence structures and to encourage students to speak in French.

Reading: The program "A mot découvert" is used to teach reading comprehension. The program starts at the beginning of Grade 2 and continues through the end of Grade 3.

Writing: Creative writing - Students write stories based on story starters to encourage creativity, enrich vocabulary, and practice the phonetics and grammar that they will be

learning. If the students are excited about the topic, they will be more inclined to write in French and to ask for new vocabulary.

Dictionary use: Every time new words or new sounds are learned, students write them in their personal dictionary.

Learning through play: What better way to get students speaking than in a game situation? They will learn sounds, vocabulary, and sentence structures all while having fun.

Grade 4-5 Core French Curriculum – Mlle Tamara Mervin

Time allotted: 6 periods of 40 minutes.

Borrow a book program: French level appropriate books are sent home weekly to encourage French reading.

Centres: Centres ensure that students at different levels can learn at their own pace but will still be able to complete and learn all of the material. Students will be completing all activities individually or in small groups at their own pace. The goal is that the teacher will be able to work with every student individually or in small groups every week. The different centres will include activities focusing on grammar, reading, vocabulary, writing ... etc. and will change on a weekly basis.

Learning through play: What better way to get students speaking than in a game situation? They will learn sounds, vocabulary, and sentence structures all while having fun.

Grade 4 Extended French and Social Studies Curriculum – Mr. Brian Lamb

Time allotted: 6 periods of 40 minutes for French and 2 periods of 40 minutes for Social Studies.

Grade 4 French: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 4, students will:

- listen and respond to a variety of short, simple spoken texts and media works;
- express ideas, feelings, and opinions on familiar topics, using correct pronunciation and appropriate intonation;
- read variety of short, simple written materials and demonstrate understanding through oral and brief written responses;
- produce short pieces of writing in a variety of forms;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Assessment:

- Tests
- Quizzes
- Assignments/Projects
- Compositions
- Oral presentations
- Dictées
- Reading Comprehension exercises
- Class participation (use of the language)
- Self-assessment

Grade 4 Social Studies: (taught in French)

Heritage and Citizenship

In this strand, students are introduced to various topics that will help them develop an understanding of connections between the past and the present, of interactions between various cultural groups in Canada, and of the rights and responsibilities of citizens.

Heritage and Citizenship: Grade 4 – Medieval Times

Text: L'Époque Médiévale

Overview

Students discover the major features of daily life in medieval European societies. Students investigate the major events and influences of the era and determine how they shaped medieval society. Students apply their understandings to compare communities in medieval times with their own communities today.

Overall Expectations

By the end of Grade 4 students will:

- identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era);
- use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society;
- relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.

Canada and World Connections: Grade 4 – Canada's Provinces, Territories, and Regions

Text: Le Canada, Notre Pays

Overview

Students investigate and describe the physical and political divisions of Canada. They determine how physical characteristics influence the economy and culture of Ontario and the other provinces and territories, and use maps, graphics, and print materials to present information about their findings. They also identify and describe economic and cultural relationships that connect communities throughout the country.

Overall Expectations

By the end of Grade 4, students will:

- name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each;
- use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories;
- identify, analyze, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.

Assessment:

- Tests
- Quizzes
- Assignments/Projects
- Class participation
- Self-assessment

Grade 5 Extended French and Social Studies Curriculum – Mr. Stéphane Cinanni

Time allotted: 6 periods of 40 minutes for French and 2 periods of 40 minutes for Social Studies.

By the end of Grade 5, the students will participate in a series of oral activities in order for them to learn the correct pronunciation, intonation and appropriate language conventions.

The students will also be learning how to conjugate all of the verb groups in the present tense, as well as some key verbs in the past and future tenses. This will also allow the students to express their ideas and opinions on a variety of familiar topics.

The students will also be reading a variety of simple texts and media works which will permit the students to demonstrate their understanding through oral and brief written responses.

In Social Studies, taught in French, the students will learn about the Greek and Chinese civilizations through our textbook *Civilisations Anciennes*. The students will observe their social order, climate, vegetation, resources, history and topography through a series of oral and written activities. As well, they will be learning about the various facets of our Canadian government with the help of our textbook *Visages du Gouvernement Canadien*.

Forms of Assessment:

- Oral participation in French
- Tests and quizzes
- Homework, assignments and project

Grade 6 Core French Curriculum – Ms. Stacy Veaudry

Time allotted: 6 periods of 40 minutes.

In Grade 6, the students will participate in a variety of dialogues about familiar topics, listen and respond to oral texts, and ask and answer simple questions. This will allow students to learn the appropriate pronunciation, liaison, intonation, and language conventions.

Students will also be learning how to conjugate the present tense of some regular –ir and –re verbs, and will learn how to correctly use and apply the partitive article, conjunctions and singular possessive adjectives, in their speech and in their writing.

The class will be reading various simple texts and passages, which will allow students to develop their reading strategies for identifying main ideas and a few of the supporting details.

Students will also have the opportunity to communicate their ideas and practice the vocabulary and grammar that they will be learning in class, by writing in different forms, one of which involves a year-long exchange of pen pal letters with a Core French class in England.

The goal is to allow the students to have an active role in their learning, by allowing them to choose some of the themes and topics that will be studied, in order to raise achievement levels, and in hopes of increasing student enjoyment for learning a second language. Therefore, although we will at times be using the textbook from the Acti-Vie series, many other resources will be used throughout the year.

There will be a variety of forms of assessment throughout the year, which will include: oral participation in class, quizzes and tests, homework, assignments and mini projects.

Grade 6 Extended French and Social Studies Curriculum – Mr. Stéphane Cinanni

Time allotted: 6 periods of 40 minutes for French and 3 periods of 40 minutes for Social Studies.

In Grade 6, the students will be participating in a wide series of oral and written activities to learn the correct pronunciation and appropriate intonations of the French language. Each student will ask and answer questions and will be able to share his ideas and opinions on the topics that we will be studying throughout the year.

They will be learning how to conjugate most verb groups in the past, present and future tenses. Learning how to use possessive pronouns and demonstrative determinants will also be an important part of the grammatical component this year.

They will also be reading a variety of simple texts and media works which will permit the students to demonstrate their understanding through oral and brief written responses.

In Social Studies, taught in French, they will be learning about our geophysical world by using an atlas for various activities. They will also be learning about European explorers (Marco Polo, Vasco de Gama, Magellan...), the cultural impact of the meetings between Europeans and Aboriginals in North and South America as well as the positive and negative consequences of these meetings. Our textbook is titled *Second Regard sur le Canada 6*.

Forms of Assessment:

- Oral participation in French
- Tests and quizzes
- Homework, assignments and projects

Grade 7 Core French Curriculum – Ms. Stacy Veaudry

Time allotted: 6 periods of 40 minutes.

In Grade 7, the students will participate in a variety of dialogues, and rehearsed skits, listen to and talk about short oral texts, and use compound sentences in conversations relating to the themes that will be studied. Students will also have opportunities to express opinions and connect oral texts to personal experience.

As the year progresses, students will learn how to conjugate the present tense of some irregular –ir verbs, the imperative of regular verbs, as well as the future proche. Additionally, students will learn how to correctly use demonstrative adjectives, plural possessive adjectives, and irregular adjectives, in their speech and in their writing.

This year, the class will be reading a variety of simple texts, which will allow students to develop various reading strategies for identifying main ideas, some of the supporting details, and determine meaning.

Students will also have opportunities to communicate information and ideas in writing, while using the vocabulary, grammar, and language conventions they will be learning in class. Simple and compound sentences and questions, will be used in different writing forms, one of which involves a year-long exchange of pen pal letters with a Core French class in England.

The goal is to allow the students to have an active role in their learning, by allowing them to choose some of the themes and topics that will be studied, in order to raise achievement levels, and in hopes of increasing student enjoyment for learning a second language. Therefore, although they will at times be using the On y va 1 textbook from Pearson Addison Wesley, many other additional resources will be used throughout the year.

In regards to assessment throughout the year, all of the following will be used: oral participation in class, quizzes and tests, homework, assignments and mini projects.

Grade 7 Extended French and Social Studies Curriculum – Mr. Stéphane Cinanni

Time allotted: 6 periods of 40 minutes for French and 3 periods of 40 minutes for Social Studies.

In Grade 7, the students are expected to listen and to respond to a variety of spoken texts and media works. They will contribute to classroom activities and group discussions by expressions and responding to ideas and opinions clearly and appropriately. They will prepare and deliver oral presentations on a topic under study while incorporating varied vocabulary that is appropriate to the Grade 7 level.

The students will be learning how to organize information, using linking paragraphs that convey a central idea and provide supporting details in French. They will learn to use various sentence types in their written work as well.

In their written work such as short stories and book descriptions, they will learn how to use comparative and superlative forms, irregular verbs in the past tense and indirect object pronouns.

In History, taught in French, the focus will be on the French colonization in New France and then on the battle between New France and New England in North America, concluding with the famous Battle on the Plains of Abraham between Montcalm and Wolfe. Our textbook is titled *Second Regard sur le Canada 7*.

In Geography, taught in French, natural disasters such as tsunamis, tornadoes and earthquakes will be the main attractions in Grade 7. We will also learn about geographical coordinates, climatic constants and various cycles such as the seasons and the cycle of day and night. The textbook is titled *Liaisons Géographiques 7*.

Forms of Assessment:

- Oral participation in French
- Tests and quizzes
- Homework, assignments and projects
- Exams

Grade 8 Core French Curriculum – Ms. Stacy Veaudry

Time allotted: 6 periods of 40 minutes.

In Grade 8, the students will be expected to participate in a variety of dialogues, role-play, discussions and mini presentations, using compound and complex sentences relating to themes under study. Students will also have opportunities to express ideas, feelings and opinions in class, using the learned language structures, expressions and vocabulary appropriate to the Grade 8 level.

Students will learn how to conjugate the passé composé of regular –er, –ir, and –re verbs, along with some of the irregular ones with the verb avoir. Additionally, learning how to use comparative and superlative forms of adjectives, and the pronouns y and en, will also be an important part of the grammatical component this year.

Throughout the year, the class will be reading many different simple texts, which will permit students to demonstrate their understanding through oral and short written responses.

Students will use simple and compound sentences and organize information in paragraphs, to produce writing in a variety of forms, one of which involves a year-long exchange of pen pal letters with a Core French class in England.

The goal is to allow the students to have an active role in their learning, by allowing them to choose some of the themes and topics that will be studied, in order to raise

achievement levels, and in hopes of increasing student enjoyment for learning a second language. Therefore, although they will at times be using the On y va 2 textbook from Pearson Addison Wesley, many other additional resources will be used throughout the year.

In regards to assessment, all of the following will be used throughout the year: oral participation in class, quizzes and tests, homework, assignments and mini projects.

Grade 8 Extended French and Social Studies Curriculum – Mr. Stéphane Cinanni

Time allotted: 6 periods of 40 minutes for French and 3 periods of 40 minutes for Social Studies.

The Grade 8 students in the Extended French program will learn to express their ideas and opinions clearly and coherently on a range of topics while using correct pronunciation and intonation. They will also prepare and give oral presentations on topics under study. They will be able to explain their interpretation of reading materials and support it with evidence from their own knowledge and experience.

They will complete a series of short text and long text forms of writing such as summaries and descriptions to convey facts, personal opinions and ideas. They will write a narrative story using linking paragraphs that clearly convey a central idea and that provide supporting details.

They will be learning about the following language structures: object pronouns with verbs, using the past tenses (passé composé and imparfait) in the proper contexts and complex sentences using connecting words.

In History, taught in French, the students will focus on the events leading up to Confederation, the impact on the existing colonies before and after Confederation as well as the changes brought to our Confederation since 1867 (Referendum, 1982 Charter of Rights). Second Regard sur le Canada 8 is the textbook we will be using.

In Geography, taught in French, the students will focus on the impact of the human race on our planet. Global warming will obviously be one of our main characters and

we will talk in great deal on how we can personally bring changes to the world we live in. We will be reading from the textbook *À la Découverte de Notre Monde 8*.

Forms of Assessment:

- Oral participation in French
- Tests and quizzes
- Homework, assignments and projects
- Exams

Physical Education Curriculum Grades 1 to 8 is taught in French – Mme Marlène Colbourne (ADK), Mr. Warren Place (ADK to Grade 5), and Mr. Darren Morenstein (Grades 6 to 8)

Physical Education activities involving physical movement can facilitate the acquisition of a second language and such activities can promote educational development as well. The kinaesthetic learner is engaged in play and therefore uses the second language in a real life communicative/experiential way.

In conclusion

The OJCS offers 20% more French per week to the Core French students than the Ottawa Public Board Core French students. Our Extended French program is similar to the Ottawa Public Board in that we also teach a second core subject in French. In addition, OJCS students have the benefit of receiving Physical Education in French.