Program Planning and Delivery

Introduction

Program planning and delivery include several considerations to be able to reflect the vision of the Ontario French as a Second Language Curricula: "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." *The Ontario Curriculum: French as a Second Language: Core French, Grades 4-8; Extended French, Grades 4-8; French Immersion, Grades 1-8, (revised) 2013* and *The Ontario Curriculum: French as a Second Language: Core French, Extended French and French Immersion, Grades 9-12, (revised) 2014,* hereafter referred to as the Revised 2013-2014 FSL Curricula. Program planning, then, begins with a focus on developing student ability to use the French language in real-life contexts in their daily lives. Several considerations should be measured when developing the FSL program:

- administration;

- long range planning;

- planning units (7 enduring ideas, design down planning model, learning goals and success criteria, gradual release of responsibility, scaffolding, differentiated instruction, assessment for, as and of learning);

- lesson planning (the three-part lesson);

- exemptions;

- program considerations for English language learners.

Administration

Consultation with the Board Improvement Plan for Student Achievement will provide guidance on board-level expected practices.

Long Range Plans

Long range plans may or may not be required and is contingent on board expected practice. The teacher of FSL should seek direction from school principals as to board requirements.

Planning Units
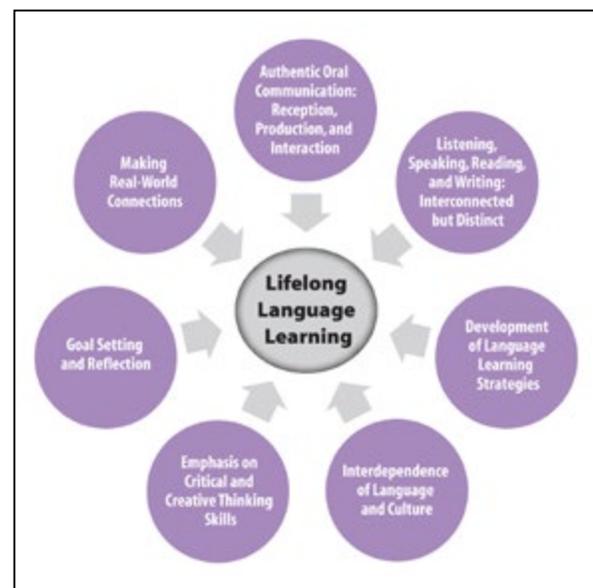
The Revised 2013-2014 FSL Curricula for elementary and secondary

1. **Authentic Oral Communication: Reception, Production, Interaction**

   In planning program, we as teachers of FSL should ask ourselves, 'How will the students use the French language in their own lives?' For example, recounting past events without context is a list-making activity, which is not generally required in real life. However, recounting past events to a friend in order to decide on an activity becomes a useful skill.

2. **Listening, Speaking, Reading, and Writing: Interconnected but Distinct**

   Although each of the four strands are separate skills to be developed and assessed, a lesson can no longer focus on one strand. The action-oriented approach addresses two or more skills in any authentic situation. For example, when students simulate speaking to a friend, listening and speaking strategies are used. Similarly, a student responding to a parent's note to call is using reading, listening and speaking skills.

3. **Development of Language Learning Strategies**

   The explicit teaching of listening, speaking, reading and writing strategies is essential for students to identify strengths, or weaknesses and to goal-set next steps to improve their communication skills.

4. **Interdependence of Language and Culture**

   As students develop proficiency in using the language, doing so in authentic contexts requires knowledge of local dialects, expressions and socio-linguistic competences to interact effectively.

5. **Emphasis on Critical and Creative Thinking Skills**

   Although reader's theatre or memorizing a dialogue can play a part in developing speaking skills, these strategies alone do not prepare the student to use the language in a real-life context. Teaching the language in authentic contexts requires the student to develop problem-solving skills in order to accomplish a task.

6. **Goal-Setting and Reflection**

   With the explicit teaching of listening, speaking, reading and writing strategies, program planning should provide students the opportunity to evaluate their own progress in language learning, to goal-set and to possibly re-set goals. Students can reflect on their learning by way of an exit ticket, a self-evaluation check-list or a portfolio. Students support each other through peer-evaluation. Teachers provide descriptive feedback for students to consider.

7. **Making Real-World Connections**

   Developing communicative skills in authentic contexts will prepare students for use of the French language outside of the classroom. Moreover, students should make connections to French beyond the classroom. Classroom visits with French-speaking individuals in their community, visits to francophone centers, events and establishments enable students to develop their language learning skills in real-life situations and see communicating in French as a useful skill beyond the classroom in their community. *The Revised 2013 - 2014 FSL Curricula* (pgs. 7-11)

While the enduring ideas provide context for program planning, the design-down model provides a template for planning units. This model begins with the end in mind. The teacher establishes the learning goals and success criteria based on curriculum overall and specific expectations and develops a summative task. Sub-tasks are then carefully planned to scaffold lessons from the basic skills to activities with increasing complexity.

As essential steps in assessment for learning and as learning, teachers need to, "share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses." *The Revised 2013-2014 FSL Curricula, elementary* (p. 24) and *secondary* (p. 28)

Learning goals improve student learning by providing students with an understanding of the purpose for learning. Learning goals are based on curriculum overall and specific expectations and are stated in level-appropriate terms for students. This provides a basis for assessment for learning opportunities, descriptive feedback and focused conversations. Every lesson should begin with a reference to the learning goal for that lesson. Success criteria describe what the learning will look like and sound like. Success criteria provide the "look-fors" during the course of instruction. They provide students with points of reference to measure their progress in the course of instruction, particularly when the criteria are co-constructed with the students. More information about learning goals and success criteria may be found in the *Assessment and Evaluation* module.

The gradual release of responsibility instructional approach involves the modelling of an activity, the

shared activity, the guided activity and leads to independent practice on the part of the student. This is also known as:

- I do and you watch;
- I do and you help;
- you do together and I help;
- you do alone and I help if necessary.

More information about the GRR instructional approach may be found in the *Oral Language Development* module.

Scaffolding is inextricably connected to several instructions strategies. Assessment for learning strategies (diagnostics) determine the starting point for the instruction. Learning goals and success criteria, based on curriculum overall and specific expectations, define the goals. Success criteria describe the "look-fors" for students and learning opportunities are carefully scaffolded from basic skills to the most complex task: the action-oriented task.

Differentiated instruction can be summarized as instruction which responds to the learning preferences, interests and readiness of each learner and meets the needs of all learners. Our FSL classroom is a differentiated classroom if we:

- gathers data regarding learning styles, multiple intelligences, student interest and diagnostics;
- provides choice of activities to reflect student preferences;
- provides tasks which respect student readiness;
- provides flexible grouping from whole class, group, partner to individual;
- refers to learning goals and success criteria for students to share responsibility in their own learning;
- considers differentiating product, content or the environment.

More information about differentiated instruction may be found in the *Instructional Strategies* module.

As previously indicated, assessment is essential for the student to assume responsibility of his/her learning. Assessment for learning determines the student's starting point; assessment as learning provides feedback

on and tracks student learning and progress; assessment of learning determines the level of student achievement. Always consider the triangulation of data in determining student achievement: observations, conversations, student products.

Planning Lessons

The unit plan maps out the unit of study by establishing:

- the end point, based on curriculum expectations;
- the starting point, based on assessment for learning, and;
- the route, based on the gradual release of responsibility model and scaffolding as informed by assessment as learning.

The three-part lesson guides the development of the daily lesson plan. The parts of this lesson-planning approach are:

- **Minds-on**
  The minds-on activity allows students to activate prior knowledge, connect to the learning goals and to content of the lesson. This may take the form a visual reference, an article, a thought-provoking question, quotation or fact;

- **Action**
  At this time, students are oriented to the task, necessary materials and activities. Instruction for FSL learners is essential and will require modelling as well as shared and guided activities to lead students to independent learning (gradual release of responsibility and scaffolding);

- **Consolidation**
  This part of the lesson allows students to learn through reflection, summary and consideration of alternative approaches. The teacher can check for conceptual understanding and ask critical questions to develop student thinking.

More examples of authentic tasks organized in three-part lessons may be found in the *Financial Literacy Lessons (2011),* developed by the Ontario Modern Language Teachers' Association.

Exemptions

The Revised 2013-2014 FSL Curricula, elementary (p. 35) and *secondary* (p. 38). As teachers of FSL we must plan programs for students with special education needs with the following researched- based thinking in mind:

- **all students can succeed;**

- **each student has his or her own unique patterns of learning;**

- **successful instructional practices are founded on evidence-based research, tempered by experience;**

- **universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students;**

- **classroom teachers are the key educators for a student's literacy and numeracy development;**

- **classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs;**

- **fairness is not sameness.**

The Revised 2013-2014 FSL Curricula, elementary (p. 35) and secondary (p. 38)

Program Considerations for English Language Learners

English language learners possess prior language learning experience that research tells us can facilitate their learning of more languages. In fact, many ELL students find the experience of being in a French classroom motivating and positive since they perceive themselves to be on the same level as English-speaking students. Studies show that the success ELL learners find in learning French assists in improving English-language skills. More information and suggested strategies are included in *The Revised 2013-2014 FSL Curricula for elementary* and *secondary.*

Although the considerations for program planning are many, they are necessary for developing units that promote student confidence, proficiency and achievement. The Board Improvement Plan for Student Achievement, the seven enduring ideas, the design-down planning model, instructional strategies and considerations for students with special education needs and ELL learners are all essential elements to ensure that the French as a second language student develops the ability to use French in real-life contexts in his/her daily life.

Resources

Ontario Ministry of Education (2010). Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf

Ontario Ministry of Education (2013). Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf

Ontario Ministry of Education (2013). The Ontario Curriculum: French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, (revised)
http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl.html

Ontario Ministry of Education, The Ontario Curriculum: French as a Second Language: Core French, Extended French and French Immersion, Grades 9-12, (revised) 2014
http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html

Ontario Modern Languages Teachers' Association (2011). Financial Literacy resources
http://www.omlta.org/documents/