Core French, Grade 9, Academic Preparation (FSF1D)

2025-2026 Course Outline
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Developed from ***French as a Second Language, The Ontario Curriculum, Grades 9 to 12, 2014 (Revised)***

Credit Value: 1.0

Prerequisite course: None

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COURSE DESCRIPTION

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Credit Value: 1.0

Prerequisite: Minimum of 600 hours of French instruction or equivalent

CURRICULUM EXPECTATIONS

A. Listening

Overall Expectations

By the end of this course, students will:

- A1. **Listening to Understand**: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. **Listening to Interact**: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. **Intercultural Understanding**: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities

B. Speaking

Overall Expectations

By the end of this course, students will:

- B1. **Speaking to Communicate**: communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. **Speaking to Interact**: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. **Intercultural Understanding**: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations

C. Reading

Overall Expectations

By the end of this course, students will:

- C1. **Reading Comprehension**: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- C2. **Purpose, Form, and Style**: identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- C3. **Intercultural Understanding**: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communitiesC4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

D. Writing

Overall Expectations

By the end of this course, students will:

- D1. **Purpose, Audience, and Form**: write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. **The Writing Process**: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. **Intercultural Understanding**: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations

COURSE OUTLINE

Note: Although the expectations for the course are outlined in the curriculum document, they will be presented at various times throughout the course and revisited often as the students develop and refine their skills over the course of the year

Unit Number	Unit Name	Topics Covered	Instructional Hours	Overall Curriculum Expectations
1	Les Conte de Fees	An introductory unit, students will read, watch and listen to several fairy tales. They will participate in discussions and debates with one another and reflect upon the stories studied.	20	A1, A2, A3, B1, B2, B3 C1, C2, C3 D1, D2, D3
2	C'est Moi	In this unit, students will share information about themselves, as well as a friend. Using qualifying adjectives, they will write descriptive paragraphs. Reflexive verbs are studied, and the students will create a Facebook page for a celebrity.	22	A1, A2, A3, B1, B2, B3 C1, C2, C3 D1, D2, D3
3	Les Films	Students will learn about and discuss different movie genres. Students will delve into the horror genre, and create a dialogue between two characters. The *passé composé* of regular and irregular verbs, personal, direct and indirect object pronouns, as well as the pronouns *y* and *en* are studied, in order for students to create a proper email message.	24	A1, A2, A3, B1, B2, B3 C1, C2, C3 D1, D2, D3
4	La Saga du monde vers	After learning the *futur simple*, students will participate in a graphic novel study. They will engage in discussions about the story and its characters, and they will maintain a comprehension and reflection journal.	22	A1, A2, A3, B1, B2, B3 C1, C2, C3 D1, D2, D3
5	Vive le Francais!	Students will be exposed to a variety of Francophone cultures around the world, with a emphasis on music, celebrations, and travel considerations. They will research and plan a trip to their chosen location and create a comprehensive oral presentation on their chosen culture.	22	A1, A2, A3, B1, B2, B3 C1, C2, C3 D1, D2, D3

TOTAL INSTRUCTIONAL HOURS…….. 110 Hours

TEACHING AND LEARNING STATEGIES

Students will be involved in a variety of learning activities including presentations, debates, class discussions, internet/media research, and independent research on topics related to the course. Students will participate in activities by following instructions and giving it their best effort. They will maximize achievement with basic learning strategies such as note-taking, studying, re-reading text, asking questions, and participating in all class activities.

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Assessment Policy

In keeping with the Ministry of Education's document, Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, this course will be presented to students with consideration of the overall and specific expectations established for the credit, the achievement chart in the appropriate curriculum policy document, and the guidelines for Assessment and Evaluation. The course contains both content standards (the knowledge and skills a student is expected to demonstrate throughout the course) and performance standards (the quality of student learning as reflected by the student's work toward achieving these skills).

To support student learning and to ensure that the assessment and evaluation encourage and promote student achievement as much as possible, course evaluations will be designed with a mind to being:

- balanced and equitable, with clear instructions and criteria;
- reflective of the overall and specific expectations for the course;
- ongoing and varied, allowing students to demonstrate achievement throughout the year;
- ongoing descriptive feedback giving students indications of goals and strategies for improvement;
- supportive of student skills in assessing their own learning (for self-improvement) so that they can set personal goals and strategies

Assessment Types

This course will contain all three types of assessment recommended by the Ministry of Education.

Assessment *for* learning
The teacher will gather information about student's skill and understanding in order to plan teaching activities to maximize student achievement. In addition, the teacher will give feedback on work which is designed to help the student direct his/her efforts to particular skills or content so that he/she can improve his/her results. These assessments are generally not completed for marks, but rather for feedback, and include such things as checklists, student reflections, practice activities, and sample questions.

Assessment *as* learning
The student will be asked to demonstrate progress in developing skills and understanding of content in a way which allows him/her to set goals, reflect on his/her work, and determine strategies for progress. These assessments may or may not be evaluated for marks and may include such things as small tests, quizzes, small writing assignments, brief presentations, student reflections and self and peer-assessed (not for marks) activities.

Assessment *of* learning
The student will be asked to demonstrate that he/she has acquired the skills taught and has developed a strong understanding of the content and performance standards related to the topic. These assessments are done in preparation for moving forward to new content and performance standards or in completion of the course itself. These are assessed for marks and are used to record and report what has been learned. They include such things as unit tests, larger writing assignments, oral presentations, essays, projects, and exams.

All assessments are designed to fit into one or more of the Grade 9-12 French as a Second Language Achievement Chart categories: Knowledge and Understanding, Thinking, Communication, and Application (see Appendix 1).

Learning Skills & Work Habits

The development of learning skills and work habits is needed for success in school and in life. In addition to their assessment based on the achievement chart, student success also reflects a variety of specific learning skills, through which students complete course work and assessments. These learning skills are not assigned grades based on the achievement chart, or a numeric grade, but are rather indicated on the student report card using letters (E=excellent, G=good, S=satisfactory, N=needs improvement). This indicates to the student which learning skills should receive increased effort by the student in order to improve his/her learning, and which skills are helping the student achieve their academic success. The learning skills are behaviours considered essential and integral to student learning and to the evaluation of a student's achievement as he/she progresses through each course and grade. The six learning skills are listed below; for a full description, see Appendix 2.

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Assessment Structure

Student achievement is communicated formally to students and parents by means of the Provincial Report Card. The report card provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart. A final grade is recorded, and a credit is granted and recorded if the student's grade is 50% or higher.

The final grade in the course is determined as follows:

Term Work *	70%
Final Examination	30%
Final Grade	100%

*Term work is based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration may be given to more recent evidence of achievement.

Achievement Chart Categories

There are four categories into which student evaluations are divided: Knowledge and Understanding, Thinking, Communication, and Application. This means that a student's evaluated work will contain marks in all, or some, of these categories as indicated by the teacher and based on the teacher's professional judgment. Students are evaluated according to the criteria established for the course, not according to the achievement of other students. Achievement of level 3 in these categories represents the provincial standard.

There are four levels of student achievement, Levels 1-4 (as well as the possibility that a student's work can be evaluated as below level 1).

See full achievement chart for French as a Second Language Grade 9-12 in Appendix 1.

CONSIDERATIONS FOR PROGRAM PLANNING

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN FRENCH AS A SECOND LANGUAGE

A Differentiated Approach to Teaching and Learning: An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, what they learn continues to be guided by the curriculum expectations and remains the same for all students.

Lesson Design : Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.

Instructional Approaches in French as a Second Language: Instruction in FSL should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to enjoy communicating in French throughout their lives. Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning French is important and valuable for all students. Action-oriented and communicative approaches to teaching FSL focus on meaning over form; emphasize meaningful interactive activities; centre on communicative language needs; and, when possible, highlight authentic tasks within the context of a classroom environment. While the communicative approach centres on communicating in the target language, the action-oriented approach requires students to perform a task in a wider social context.

The Value of Oral Language : To develop literacy in any language, it is critical for students to develop oral language skills. Through frequent opportunities to converse with their peers, students develop their listening and speaking skills, as well as an overall sense of the language and its structure. In addition, through talk, students are able to communicate their thinking and learning to others. Talk thus enables students to express themselves, develop healthy relationships with peers, and define their thoughts about themselves, others, and the world. Both teacher talk and student talk are essential to the development of all literacy skills. Talk is a means of constructing meaning. It is used to develop, clarify, and extend thinking. This is true not only of the prepared, formal talk of interviews, book talks, debates, and presentations but also of the informal talk that occurs when, for example, students work together and ask questions, make connections, and respond orally to texts or learning experiences, or when a teacher models a think-aloud.

Three forms of oral language are important to consider when planning lessons in French:

Informal talk is used in conversations and dialogues throughout the school day for a wide range of learning purposes, such as asking questions, recounting experiences, expressing opinions, brainstorming, problem solving, and exchanging opinions on an impromptu or casual basis.

Discussion involves a purposeful and extended exchange of ideas that provides a focus for inquiry or problem solving, often leading to new understanding. Discussions may involve responding to ideas in a story or other piece of fiction or exchanging opinions about current events or issues in the classroom or community.

Formal talk involves speaking in prepared or rehearsed presentations to an audience. Some examples are storytelling, poetry readings, role playing, oral reports, book talks, interviews, debates, and multimedia presentations.

Teachers should use a variety of strategies to help students understand that they can be successful in learning French. Teachers can provide a learning environment that encourages all students to take risks – to speak and write French without being afraid of making mistakes, since making mistakes is part of learning a new language. Also, whenever possible, students should be given opportunities to experience speaking, listening, reading, and writing in French as interconnected processes requiring a set of skills and strategies that cannot be separated and that build on and reinforce one another.

Instruction should include a balance of direct, explicit instruction; teacher modelling; shared and guided instruction; and opportunities for students to practise, apply skills and strategies, and make choices. As well as teaching and modelling the French language, teachers explicitly teach and model learning strategies. They also encourage students to reflect on and talk about their thinking and learning processes (metacognition), and offer students ongoing, meaningful, and respectful feedback that clearly acknowledges progress and helps them focus on "next steps" and goals.

Teachers need to provide daily opportunities for students to speak and interact in French. The teacher sets up learning situations based on authentic communicative tasks, such as requesting information or conveying messages. Learning activities that are based on students' interests, needs, and desire to communicate will achieve the best results in a classroom.

As facilitator, the teacher selects the communicative situation, models the effective use of language, and plans activities to enable students to continually develop their communication skills in various contexts. By providing guidance to students as they carry out practice activities and work on tasks and projects, teachers also assume the role of coach. Teachers coach, for example, when they guide a group in a discussion of the advantages and disadvantages of learning another language or when they model sentence structure and fluency while speaking with students.

Well-designed lessons include a variety of instructional strategies, such as structured simulations, guided inquiry, cooperative learning, and open-ended questions. Teachers should conduct frequent comprehension checks to ensure that students understand the information being conveyed, including both general concepts and specific vocabulary. Teachers can use various tools, such as body language, gestures, and auditory or visual supports, to support student comprehension. Teachers should encourage students to develop their self-expression in and spontaneous use of French, eliciting talk that increases in fluency, accuracy, and complexity over time. Teachers should also model a variety of strategies that students can use for requesting clarification and assistance when they have difficulty understanding.

As stated earlier, it is essential that French be the language of communication in class so that students have constant exposure to correct models of the language and many opportunities to speak in French. To help students improve their ability to interact in class, teachers can:

- use a deliberate pace while speaking French to ensure maximum understanding, explaining explicitly and in various ways to address the needs of all learners;
- give clear instructions by providing them orally and in writing, taking care to meet individual needs (e.g., numbering and labelling the steps in an activity);
- present information in smaller, more manageable pieces;
- check often for comprehension using a variety of tools (e.g., thumbs up, thumbs down);
- allow sufficient response time when students are interacting in French;
- use a variety of strategies to selectively correct students' errors in speaking and writing;

- offer ongoing descriptive feedback so that students are aware of which areas need improvement;
- scaffold and observe independent practice, ensuring that all students are able to communicate in French in both familiar and new contexts.

Teachers can employ a variety of instructional strategies to support French language learners in their acquisition of French. For example, teachers can:

- design meaningful lessons and activities that are achievable by students and that take into account their background knowledge and experiences;
- provide frequent opportunities for collaboration and practice in pairs, small groups, and large groups;
- provide targeted instruction for students during shared or guided practice, in which they lead students to explore texts or concepts;
- have students listen to, read, or view mentor texts to help them decide what their final product might be;
- model various learning processes by demonstrating how to listen to, read, view, and interact with appropriate texts;
- contextualize new vocabulary through visuals, gestures, and written and oral texts;
- allow students to demonstrate their understanding of a concept in alternative ways (e.g., through visual art, songs, music, drama, reader's theatre);
- value and acknowledge the importance of students' literacy skills in other languages;
- encourage students to share information about their own languages and cultures with other students in the classroom.

Teachers can also make use of classroom and school resources to enrich students' learning. For example, teachers can:

- introduce vocabulary and illustrate concepts using picture books, visuals, age-appropriate informational texts and media, and real objects (e.g., magazine pictures, photos, posters, flyers, brochures, advertisements, forms, timetables, schedules, money, models, and maps);
- reinforce vocabulary in various ways (e.g., using word walls, visuals, or anchor charts) to increase students' understanding and enhance their ability to communicate;
- use technology to support language and literacy development;
- demonstrate the use of a variety of graphic organizers.

PLANNING FRENCH AS A SECOND LANGUAGE PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013 describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines.

Teachers planning FSL programs need to pay attention to these beliefs, which are as follows:

- 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.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning FSL courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN FRENCH AS A SECOND LANGUAGE

If a student requires modified expectations in FSL courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the provincial report card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from ***Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010***, page 62, must be inserted.

The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course. Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development, including teachers of FSL, who can also contribute to students' understanding of the enormous importance of literacy in general within the context of learning French.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

In the context of FSL, research confirms that a prior language learning experience can facilitate and accelerate further language learning. Indeed, many English language learners are motivated and able to excel in French, while in other areas of the curriculum, where their success may depend on their knowledge of English, the achievement gap between themselves and their peers may be much greater. In other words, the study of French offers them a context in which they can soon function on the same level as their English-speaking peers. In addition, the positive experience of succeeding in learning French has been shown to help English language learners improve their English-language skills.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:
English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some First Nations, Métis, or Inuit students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a “silent period” during which they closely observe the inter-actions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes

Antidiscrimination Education

Overview

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to attain high standards, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate.

Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

Schools have the responsibility to ensure that school–community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as plays, concerts, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may need special outreach and encouragement in order to feel comfortable in their interactions with the school.

EQUITY AND INCLUSIVE EDUCATION IN THE FRENCH AS A SECOND LANGUAGE PROGRAMS

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to strive for high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultrual, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members from diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and com-munity members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.

FINANCIAL LITERACY IN FRENCH AS A SECOND LANGUAGE

The document ***A Sound Investment: Financial Literacy Education in Ontario Schools, 2010*** (p. 4) sets out the vision that: Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can

provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

In the FSL program, students have multiple opportunities to investigate and study financial literacy concepts in relation to the texts explored in class. Students can build their under-standing of personal financial planning by participating in role play of interactions in the local community, such as buying and selling goods or engaging in personal financial transactions. They can also become familiar with the variety of currencies used in French-speaking countries or regions (e.g., the Canadian dollar, euro, gourde). Through their study of French-speaking communities worldwide, students will learn about global economic disparities and their impact on the quality of life in different countries. Examples related to financial literacy are included in some examples and teacher prompts that accompany the expectations in the FSL curriculum

Critical Thinking and Critical Literacy
Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers. Students use critical-thinking skills in FSL when they assess, analyse, and/or evaluate the impact of something and when they form an opinion and support that opinion with a rationale. In order to think critically, students need to ask themselves effective questions in order to:

- interpret information;
- detect bias in their sources;
- determine why a source might express a particular bias;
- examine the opinions, perspectives, and values of various groups and individuals;
- look for implied meaning; and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking. Critical literacy is the term used to refer to a particular aspect of critical thinking. Critical literacy involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy is concerned with issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to take into account: points of view (e.g., those of people from various cultures); context (e.g., the beliefs and practices of the time and place in which a text

was created and those in which it is being read or viewed); the background of the person who is interacting with the text (e.g., upbringing, friends, communities, education, experiences); intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously); gaps in the text (e.g., information that is left out and that the reader or viewer must fill in); and silences in the text (e.g., the absence of the voices of certain people or groups).In FSL, students who are critically literate are able, for example, to actively analyse media messages and determine possible motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource materials and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Only then are students equipped to produce their own interpretation of an issue.

Opportunities should be provided for students to engage in a critical discussion of "texts", including books and textbooks, television programs, movies, documentaries, web pages, advertising, music, gestures, oral texts, newspaper and magazine articles, letters, and other forms of expression. Such discussions empower students to understand the impact on members of society that was intended by the text's creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate. The literacy skill of metacognition supports students' ability to think critically through reflection on their own thought processes. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines, and for empowering students with the skills needed to monitor their own learning. As they reflect on their strengths and needs, students are encouraged to advocate for themselves to get the support they need in order to achieve their goals. In FSL, a metacognition expectation is included in each of the four strands – Listening, Speaking, Reading, and Writing. Students therefore develop metacognitive skills that are specific to each strand. Initially, students may find themselves relying on their first language in this process. However, through ongoing modelling and practice, students will develop proficiency in using French to reflect on their thinking processes as well as on their skill in using the French language.

Inquiry Skills
Inquiry and research are at the heart of learning in all subject areas. In FSL courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate and gather relevant information from a wide range of print and electronic sources, including books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

In FSL, students develop their inquiry skills when they are required to reflect on what they have learned, how they have come to know what they have learned, and what other resources they may need to consult to reach an informed conclusion. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

Numeracy Skills
The FSL program also builds on, reinforces, and enhances numeracy, particularly in areas involving problem solving, data management, and graphing. For example, calculations and graphing are often used when reporting the results of surveys or exploring everyday financial transactions or plans. In addition, clear, concise communication within verbal text often involves the interpretation and use of diagrams, charts, and tables.

APPENDIX 1 – ACHIEVEMENT CHART

THE ACHIEVEMENT CHART: FRENCH AS A SECOND LANGUAGE (CORE, EXTENDED, AND IMMERSION), GRADES 9 –12

	50-59%	60-69%	70-79 %	80-100%
Categories	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content *(e.g., vocabulary and expressions; concepts, opinions, ideas, facts; language conventions; aspects of culture)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts, ideas, opinions, and facts and their relationship to forms; language structures and strategies; forms and characteristics of texts)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills *(e.g., establishing a focus; setting goals; generating ideas; formulating questions; researching and organizing information; contextualizing and elaborating on ideas; selecting and using strategies and resources)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., predicting; inferring; discussing; interpreting; summarizing; analysing; evaluating; constructing and defending an argument; revising and restructuring)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies *(e.g., using language-learning, inquiry, and problem-solving strategies; prioritizing; critiquing; hypothesizing; synthesizing; forming and justifying conclusions)*	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, visual, and/or written forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

50-59%	*60-69%*	*70-79 %*	*80-100%*

Categories	Level 1	Level 2	Level 3	Level 4
Communication *(continued)*				
	The student:			
Communication for different audiences (*e.g., self, peers, teacher, community members*) **and purposes** (*e.g., to interact, discuss, collaborate; to inform, raise awareness, explain, instruct; to entertain, perform; to persuade; to express feelings and ideas; to solve problems*) **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms (*e.g., elements of style and usage; phrasing and punctuation conventions; appropriate language conventions in particular social and cultural contexts*)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (*e.g., strategies, concepts, processes*) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (*e.g., strategies, concepts, processes*) **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (*e.g., between personal, global, cultural, historical, and/or environmental contexts; between French and other languages; between the school and other social contexts*)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

APPENDIX 2 - LEARNING SKILLS & WORK HABITS

Learning Skills and Work Habits	Sample Behaviours
Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

APPENDIX 3 - RESOURCE LIST

Developed from *French as a Second Language, The Ontario Curriculum, Grades 9 to 12, 2014 (Revised)*

https://www.thefablecottage.com/french - French Fairy Tales in both written and oral forms

https://www.otffeo.on.ca/en/wp-content/uploads/sites/2/2017/05/Core-French-Lesson-Plan-5-Je-me-pr%C3%A9sente-B.pdf

https://www.senscritique.com/top/resultats/Les_meilleurs_films_quebecois/672204