

Division: Programs

Policy #: Prog-323

Policy Name: French Programs

Policy Statement

The Newfoundland and Labrador English School District (“District”) supports the study of French as a second language, and is committed to the implementation of programs that support the study of French.

Background

Learning French as a second language enables students to develop the knowledge, skills and attitudes they need to communicate in French in a variety of school, travel, leisure and job-related contexts. Bilingualism expands future opportunities for students. It is important that students are offered opportunities to develop the appropriate communication skills, allowing them to become active, contributing members of the global community. A variety of program options in the context of the provincially prescribed curriculum enables students to work toward this desired outcome.

Scope

This policy is applicable to all schools under the jurisdiction of the Newfoundland and Labrador English School Board.

French Program Definitions

Core French

The Core French Program (Grade 4 through to French 3200) is a required curriculum component in Grades 4-9. Students may choose to continue the Core French Program in senior high. The Core French Program is defined by outcomes at the end of each level: elementary, intermediate and senior high. The skills and the content of each level provide the essential preparation for successful experiences at higher levels. The Program primarily emphasizes the development of language skills and the understanding and use of vocabulary and language patterns in context.

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Intensive Core French (ICF)

Intensive Core French is an enrichment of the Core French Program in Grade 6. The program involves three to four times the number of hours regularly scheduled for French second language in a concentrated period of time (5 months) that is attained through curriculum compacting in other subject areas. In the other five-month period, students return to their regular curriculum including Core French.

French Immersion (Early and Late)

French Immersion consists of programs and courses designed for students for which French is their additional language; French is the language of instruction and, as much as possible, the means of communication within the classroom. French Immersion serves to achieve the Essential Graduation Learnings.

In Newfoundland and Labrador, two options in French Immersion studies are available: Early French Immersion (EFI) and Late French Immersion (LFI).

Early French Immersion extends from Kindergarten to Level III, beginning at the Kindergarten level with virtually 100 per cent of instruction in French. With the introduction of English Language Arts at Grade 3, and other subjects in English in later grades, the percentage of instructional time in French decreases through the years of schooling.

Late French Immersion extends from Grade 7 to Level III with approximately 75 per cent of instruction in French in Grades 7 and 8. The percentage of instruction in French decreases through the years of schooling with 30 per cent of instruction in Grade 9 and specific courses at each level in senior high.

Policy Directives

1. Core French is part of the regular program for all students in Grades 4-9 in the Newfoundland and Labrador English School District.
2. The District supports the implementation of French Programming options where interest and adequate resources make the program viable. These programs include Early French Immersion, Late French Immersion and Intensive Core French.
3. Multi-grading and multi-aging may be utilized in existing Early/Late French Immersion programs in communities where there is a single system of schools and the program is experiencing declining enrollment.

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4. Transportation is not provided for students to avail of French Program options outside their designated school zone, in accordance with the [School Transportation Policies](#) (EECD-903) of the Department of Education and Early Childhood Development. In cases where legacy situations exist outside policy, they will be addressed through future school system reorganization processes.

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