
3. TYPES OF INSTRUCTIONAL ORGANIZATION

French Immersion programs vary according to three criteria: intensity (the time allotted for teaching in the French language and in the English language), length (the entry point into the program), and the school environment in which the program is offered.

3.1 INTENSITY

The percentage of instruction (or minimum number of Senior Years credits) in the French language is apportioned as follows:

Early and Middle Years

- Kindergarten — 100% of the time
- Grades 1 to 6 — 75% to 80% of the time
- Grades 7 and 8 — 50% to 80% of the time

Senior Years

- Grades 9 to 12 — a minimum of 14 credits from courses taught in French are necessary to answer to the requirements of the French Immersion Program

These parameters apply to three entry points: Early Immersion, Middle Immersion, and Late Immersion.

3.2 LENGTH

The French Immersion Program has three entry points: early, middle, and late immersion.

3.2.1 Early Immersion

In early immersion, the program starts in Kindergarten or Grade 1 and goes through to Grade 12. The time allotted for French-language instruction is as follows:

- in *Kindergarten*, the child's instruction is entirely in French; however, in the event of a traumatic situation, an accident, or any disruption of the child's normal activities, the teacher will take the child aside and talk to him/her in English or his/her own language, since the emotional well-being of the child takes precedence in these circumstances
- at each and every grade level, *from Grade 1 through Grade 6*, all

subjects are taught in French except for English LA-Immersion

- at each and every grade level, *from Grade 7 through Grade 12*, all subjects are taught in French except for English LA-Immersion

OR

in *Grades 7 and 8*, some courses are taught in French for a minimum of 50% of the total teaching time. From *Grades 9 to 12*, a minimum of 14 credits from courses taught in French are necessary to answer to the requirements. These 14 credits must be distributed as such:

- in Grade 9, a minimum of four Grade 9 credits from courses taught in French;
 - in Grade 10, a minimum of four Grade 10 credits from courses taught in French;
 - in Grade 11, a minimum of three Grade 11 credits from courses taught in French;
- and
- in Grade 12, a minimum of three Grade 12 credits from courses taught in French.

NOTE: The Manitoba Department of Education, Citizenship and Youth notes that at the time of printing this document, early immersion is the most common point of entry for the program in the province.

3.2.2 Middle Immersion

In middle immersion, the program goes from Grade 4 through Grade 12. The time allotted for French-language instruction is as follows:

- at each and every grade level, *from Grade 4 through Grade 6*, all subjects are taught in French except for English LA-Immersion
- at each and every grade level, *from Grade 7 through Grade 12*, all subjects are taught in French except for English LA-Immersion

OR

in *Grades 7 and 8*, some courses are taught in French for a minimum of 50% of the total teaching time. From *Grades 9 to 12*, a minimum of 14 credits from courses taught in French are necessary to answer to the requirements. These 14 credits must be distributed as such:

- in Grade 9, a minimum of four Grade 9 credits from courses taught in French;
 - in Grade 10, a minimum of four Grade 10 credits from courses taught in French;
 - in Grade 11, a minimum of three Grade 11 credits from courses taught in French;
- and
- in Grade 12, a minimum of three Grade 12 credits from courses taught in French.

3.2.3 Late Immersion

In late immersion, the program goes from Grade 7 through Grade 12. The time allotted for French-language instruction is as follows:

- at each and every grade level, *from Grade 7 through Grade 12*, all subjects are taught in French except for English LA-Immersion

OR

in *Grades 7 and 8*, some courses are taught in French for a minimum of 50% of the total teaching time. From *Grades 9 to 12*, a minimum of 14 credits from courses taught in French are necessary to answer to the requirements. These 14 credits must be distributed as such:

- in Grade 9, a minimum of four Grade 9 credits from courses taught in French;
 - in Grade 10, a minimum of four Grade 10 credits from courses taught in French;
 - in Grade 11, a minimum of three Grade 11 credits from courses taught in French;
- and
- in Grade 12, a minimum of three Grade 12 credits from courses taught in French.

3.3 SCHOOL ENVIRONMENT

There are three models for organising a French immersion program. These models each present differences which should be carefully considered and weighed when establishing such a program.

3.3.1 Immersion School

The immersion school is located in a building of its own where a French environment is fostered. This environment results from the use of French as the language of administration and internal communication, as well as the language of communication between teachers and students. The entire staff is fluent in French and English, thus assuring that all support services are offered in French. The immersion school provides students with the opportunity to live in French outside the classroom, a factor that favours the acquisition of a high degree of proficiency in French.

3.3.2 Immersion Centre

An immersion centre is established in the same building as an English Program when it is not possible to create an immersion school. Such a centre has its own administration and facilities and is, for all intents and purposes, an autonomous school operating under the same roof as another school. Conditions similar to those in an immersion school are maintained: French is used in administration and internal communication as well as between teachers and students. The entire staff is fluent in French and English in order to ensure that support services are available in French. The immersion centre favours the creation of a French environment that makes it possible to attain a high degree of proficiency in French.

3.3.3 Dual Track School

The dual track school has an English Program and a French

Immersion Program headed by a single administration. Some members of the administrative and support staff, as well as the teaching assistants and specialists for the French Immersion Program, are fluent in French and English and ensure that services are administered in French. Creating a French environment in a dual track setting is of great importance and requires active support and fostering of the use of French inside and outside the classroom.