Annexes

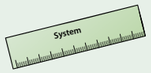
ANGLAIS CONCEPTUAL FRAMEWORK - PROGRAMME FRANÇAIS

The practice of using language as...

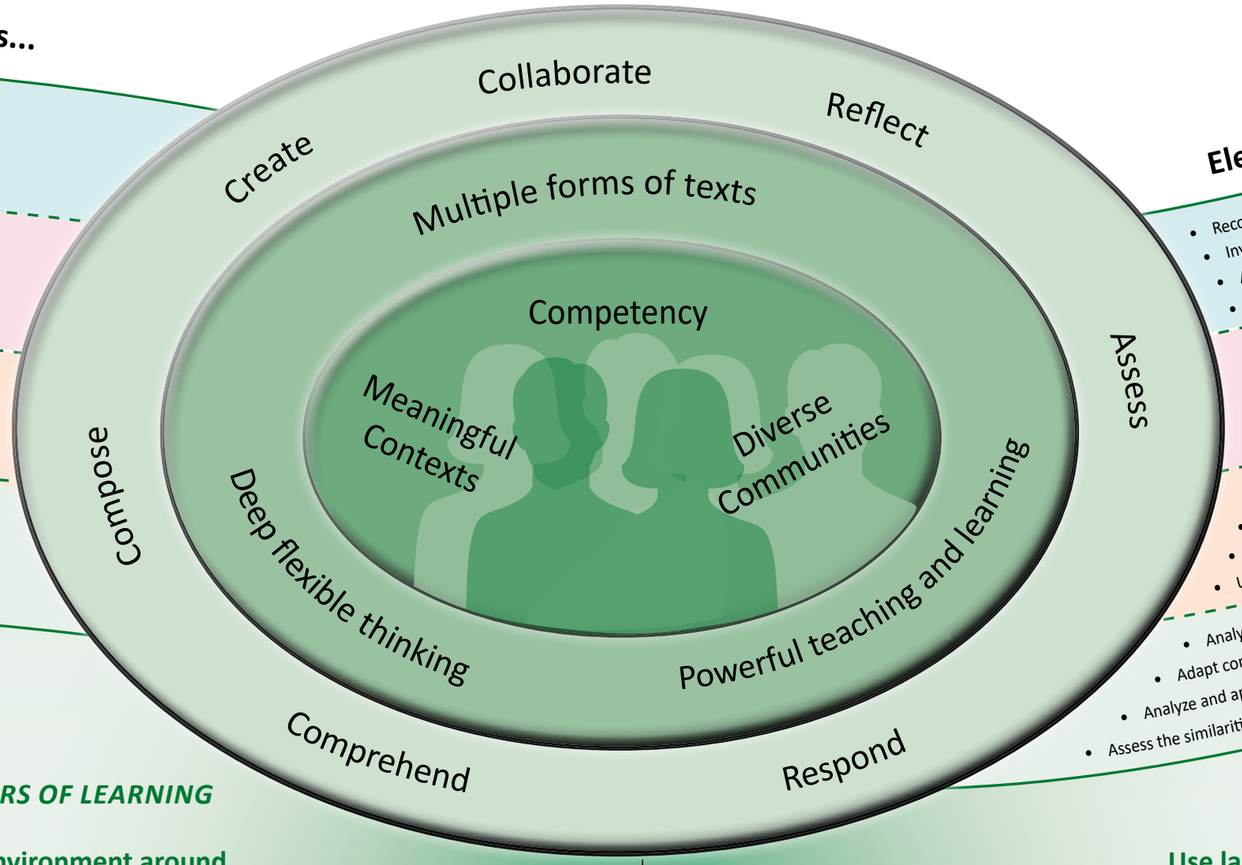
Power and Agency

Exploration and Design

Sense Making



System



Elements of language practices

- Recognize and analyze inequities, viewpoints, and bias in ideas and texts
- Investigate complex moral, cultural, and ethical issues and conflicts
- Analyze alternative viewpoints and perspectives
- Propose and take action
- Research and analyze topics and ideas
- Interpret and integrate information and ideas from multiple texts and sources
- Use language to problem solve and create
- Invent, take risks and reflect to represent thinking
- Use, build, and refine schema accessing *français* learning experiences
- Select from and use a variety of strategies for a specific purpose
- Be aware of and articulate the ways that they are engaging with texts
- Use language acquisition of English and français to construct meaning and further own learning
- Analyze and apply rules of language
- Adapt conventions in a variety of texts
- Analyze and apply understanding of whole-part-whole relationships
- Assess the similarities and differences between English and *français* rules and conventions in a variety of texts

LISTEN - READ - VIEW - SPEAK- WRITE - REPRESENT

ROLE OF TEACHERS / FACILITATORS OF LEARNING

Design learning experiences and environment around language practices

Facilitate, teach, and model around language practices

Observe and gather evidence of learning language practices in multiple ways

REFLECTIVE PRACTICE

ROLE OF PROFICIENT LEARNERS

Use language practices in meaningful contexts

Work to strengthen language practices

Show learning of language practices in multiple ways

LISTEN - READ - VIEW - SPEAK- WRITE - REPRESENT

PROCESSES
PRODUCTS
OBSERVATIONS
CONVERSATIONS
PRODUCTS
OBSERVATIONS
PROCESSES
CONVERSATIONS

Evidence of learning

BULLETIN SCOLAIRE

Reporting learning

PRODUCTS
PROCESSES
OBSERVATIONS
OBSERVATIONS
PROCESSES
CONVERSATIONS
PRODUCTS
CONVERSATIONS

THE PRACTICES
contexte du programme français

The practice of using language as...

Power and Agency

Recognize and analyze inequities and viewpoints, and bias in ideas and texts

Investigate complex moral, cultural and ethical issues and conflicts

Analyze alternative viewpoints and perspectives

Propose and take action

In order to advocate for and to learn about the world, learners need opportunities to use language and alternate symbol systems to communicate about issues and topics of interest that they encounter in academic, social and cultural contexts. Learners need opportunities to extend their thinking, to develop voice, to reflect on social justice, to influence, to take positive action and to make change for self, others, their communities and the environment. Such opportunities would include examining and interrogating information from multiple sources, recognizing bias, and finding inaccuracies in the information they gather.

When francophone learners practise using language as power and agency , they apply what they know from français literacy learning experiences to think critically about how all texts represent a particular way of thinking and that language can privilege some voices while silencing others. This understanding encourages them to question, interrogate, imagine and re-imagine meaningful texts.

Sense-making

Use, build, and refine schema accessing *français* learning experiences

Select and use a variety of strategies for a specific purpose

Be aware of and articulate the ways that they are engaging with texts

Use language acquisition of English and *français* to construct meaning and further own learning

In order to make sense of the language that they are encountering in academic and personal settings, learners need opportunities to use multiple strategies, as well as to assess and reflect on the effectiveness of those strategies. Such opportunities would include working with texts that require them to connect with prior knowledge, make new connections, ask questions, summarize, and synthesize in the ways that are effective to construct meaning.

When francophone learners practise using language as sense-making they apply what they know from français literacy learning, experiences, and texts to comprehend and compose meaningful texts.

The practice of using language as...

Exploration and Design

Research and analyze topics and ideas

Interpret and integrate information and ideas from multiple texts and sources

Use language to problem solve and create

Invent, take risks and reflect to create possibilities

In order to use language to learn about the world and contribute to the world, learners need opportunities to communicate about issues or topics that interest them or that they encounter in academic, social and cultural contexts. Such opportunities would involve articulating questions and designing solutions to problems by analyzing, interpreting, and communicating their learning and understanding.

When francophone learners practise using language as exploration and design, they make choices based on their broader repertoire of français literacy learning to deepen critical and creative thinking.

System

Analyze and apply rules of language

Adapt conventions in a variety of texts

Analyze and apply understanding of whole-part-whole relationships

Assess the similarities and differences between English and *français* rules and conventions in a variety of texts

In order for learners to participate fully, they need opportunities to investigate, understand, and apply the ways in which language works. Such opportunities would include exploring the patterns, relationships, and conventions that are important for communication and meaning-making: decoding and coding, morphology, grammar, punctuation, spelling, vocabulary development, forms, genres, and structures.

When francophone learners practise using language as a system, they use what they know from français literacy learning experiences to analyze the similarities and differences, make connections and minimize interferences.

ANGLAIS AT A GLANCE

The practice of using language as...

Power and Agency

The practice of using language as...

Recognize and analyze inequities and viewpoints, and bias in ideas and texts

Investigate complex moral, cultural and ethical issues and conflicts

Analyze alternative viewpoints and perspectives

Propose and take action

Grade band 4 learners are

- talking about how different experiences, opinions, ideas, and points of view influence understanding
- talking about how texts have different contexts, purposes and audiences
- expressing and justifying opinions and points of view
- discussing context, purpose and message of the text creator

Grade band 6 learners are

- discussing the validity and reliability in texts
- beginning to analyze bias, differences in opinions and perspectives
- questioning ideas and expressing disagreement with sensitivity, to the opinions and perspectives of others
- analyzing purpose and choices of text creators and the impact on audience

Grade band 8 learners are

- examining how multiple perspectives, points of views, beliefs, values, bias and ideas are represented and communicated in texts
- analyzing how one's identity is influenced by factors, such as cultures, experiences, and contexts
- valuing diversity and taking positive actions to create change

Exploration and Design

Research and analyze topics and ideas

Interpret and integrate information and ideas from multiple texts and sources

Use language to problem solve and create

Invent, take risks and reflect to create possibilities

Grade band 4 learners are

- exploring designs, considering context, purpose and audience
- participating in community learning to explore ideas and deepen thinking
- discussing the choices of the text creator

Grade band 6 learners are

- planning, designing and creating to reflect interests, context, purpose and audience
- selecting from a variety of strategies to explore ideas and extend thinking
- contributing to and sharing knowledge with communities to explore ideas and deepen thinking
- drawing on a repertoire of language and cultural resources for different functions

Grade band 8 learners are

- participating in, extending and discussing creative processes for designing
- selecting, assessing and organizing ideas and information from a variety of sources for different purposes
- reconstructing, re-imagining, remixing and manipulating existing texts or sets of texts to create new ideas, forms, or messages for a variety of purposes
- considering and reflecting on the range of experiences, ideas, images, and sounds from various sources that influence their own thinking, creative processes, and designing

Sense-making

Use, build, and refine schema accessing *français* learning experiences

Select and use a variety of strategies for a specific purpose

Be aware of and articulate the ways that they are engaging with texts

Use language acquisition of English and *français* to construct meaning and further own learning

Grade band 4 learners are

- demonstrating an understanding of texts
- using knowledge of texts and self to make decisions
- using a variety of strategies to understand and create texts
- choosing how to communicate ideas for purpose and audience
- understanding that making sense of texts requires focus
- beginning to use a repertoire of language and cultural resources for different functions

Grade band 6 learners are

- assessing and reflecting on comprehension and communication goals
- selecting from a variety of strategies to understand and create texts
- building stamina for creating and making sense of text
- enhancing meaning through dialogue, reflection, revision

Grade band 8 learners are

- monitoring, reflecting on and discussing processes for making sense of and creating texts
- selecting and applying effective strategies and processes for making sense of and creating a variety of texts for different purposes
- thinking imaginatively, creatively, interpretively and critically about information, ideas and arguments to make sense of and respond to a variety of texts
- mobilizing networks of prior knowledge (schema), language and cultural resources, and other sources of information purposefully, to make sense of and create diverse complex texts

System

Analyze and apply rules of language

Adapt conventions in a variety of texts

Analyze and apply understanding of whole-part-whole relationships

Assess the similarities and differences between English and *français* rules and conventions in a variety of texts

Grade band 4 learners are

- using classroom resources and what they know about rules and conventions (spelling, grammar, capitalization, and ponctuation) to understand and compose texts
- talking about the similarities and differences of rules and conventions of English and français languages to represent and communicate
- adapting conventions to enhance communication
- beginning to develop automaticity with oral and appropriate print texts

Grade band 6 learners are

- using knowledge of language rules and conventions (spelling, grammar, punctuation, and capitalization) appropriately to understand and compose texts
- talking about the similarities and differences of rules and conventions of language to represent and communicate clearly and effectively
- demonstrating automaticity with grade appropriate texts
- comparing and using the codes and conventions of print, oral, visual, and multimodal texts to enhance communication
- choosing and using multiple styles of communication for clarity and effect

Grade band 8 learners are

- applying knowledge of rules and convention (spelling, grammar, punctuation, and capitalization) consistently and strategically
- using their understandings of a range of text structures and features strategically to represent and communicate clearly and effectively
- examining, considering, and using knowledge of conventions of a growing range of forms and genres in a variety of multimodal texts
- assessing and applying understanding of word and language construction to understand more challenging and unfamiliar texts and for clarity, precision, and accuracy in own creations