

Programme d'études

Cadre curriculaire ANGLAIS

4^e à la 8^e année

*Programme
français*

À NOTER : Ce document provisoire élaboré pour le Programme français a pour but de favoriser l'apprentissage professionnel par des conversations, le questionnement et l'analyse liés à l'enseignement et à l'apprentissage de l'anglais. Des ajouts sous forme de fascicules pourraient se faire pour faciliter la mise en œuvre à venir du *Cadre curriculaire, Anglais, 4^e à la 8^e année, Programme français*.

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TABLE DES MATIÈRES

Remerciements	4
Introduction	5
Buts du programme d'études d'anglais	
Objectifs du cadre curriculaire d'anglais	
Historique du Programme français au Manitoba	
Rôle de l'école francophone en milieu minoritaire	
Raison d'être du programme d'études d'anglais dans un contexte francophone minoritaire	
Intégration des perspectives autochtones à la discipline de l'Anglais	
What is Language Teaching and Learning?	11
Relationship between Language Learning and Literacy	
Guiding Principles	
What Anglais Teaching, Learning and Assessment Is	
What Grounds the Design of the Anglais Curriculum?	15
Proficiency, Diverse Community, Dynamic and Meaningful Contexts	
Effective Anglais Planning, Teaching and Learning	
Assessment As, For, and Of Learning	
What is the Structure of the Anglais Curriculum?	25
Anglais Practices	
Grade Band Descriptors: Anglais at a Glance	
Planning for Effective Anglais Teaching and Learning	37
Planning for Rich, Meaningful Learning Experiences and Deeper Understanding	
Using Lenses to Plan Rich, Meaningful Learning Experiences	
Using Lenses to Focus and Deepen Learning Experiences	
Designing and Organizing Teaching and Learning within Rich and Meaningful Learning Experiences	
Références	50
Annexes	51

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INTRODUCTION

Le présent cadre est une adaptation du *Draft English Language Arts Document to Support Initial Implementation (June 2017)* (Manitoba Education and Training). C'est donc sur cette base que le Bureau de l'éducation française a entrepris le développement du cadre curriculaire manitobain d'anglais qui reflète la réalité du Programme français au Manitoba et les besoins de sa clientèle. Le *Programme d'études : cadre curriculaire, anglais, 4^e à la 8^e année, Programme français* s'appuie sur des recherches approfondies, une collaboration soutenue et de fréquentes consultations auprès d'enseignants et d'experts-conseils.

En raison de la matière enseignée, ce document est rédigé en grande partie en anglais, afin de faciliter le travail de planification du personnel enseignant et de permettre aux lecteurs de se familiariser avec la terminologie utilisée en classe.

Buts du programme d'études d'anglais

Le programme d'études d'anglais a pour but de fournir de nombreuses occasions aux apprenants de/d' :

- devenir des acteurs à part entière au sein de la discipline de l'Anglais;
- développer des modes de pensée souples et polyvalents;
- utiliser la langue pour répondre à leurs besoins personnels, sociaux et académiques;
- construire un sens de soi, de la communauté, du monde et de son identité francophone dans un contexte minoritaire;
- préserver, tout au long de leur vie, un sens de curiosité, une passion pour l'apprentissage et une appréciation de la beauté et du pouvoir de la langue et de la littérature.

Objectifs du cadre curriculaire d'anglais

Le cadre curriculaire manitobain d'anglais du Programme français vise à :

- appuyer, encourager et susciter un apprentissage progressif chez tous les apprenants;
- présenter les fondements philosophiques et les considérations pédagogiques qui sous-tendent le cadre d'anglais au sein du Programme français;
- fournir une orientation pour la planification et le design de l'apprentissage et de l'évaluation;
- présenter les quatre « practices » de l'anglais et les « elements » qui les caractérisent;
- décrire les multiples façons dont les apprenants mettent en œuvre les « practices » à différentes étapes de leur apprentissage.

Historique du Programme français

En 1970, l'Assemblée législative du Manitoba a adopté, à l'unanimité, des modifications à l'article 258 de la Loi sur les écoles publiques, lesquelles faisaient de l'anglais et du français les deux langues officielles de l'enseignement au Manitoba. Aujourd'hui, le ministère de l'Éducation et de la Formation reconnaît le Programme français comme l'un des quatre programmes scolaires officiels.

Le Bureau de l'éducation française (BEF), créé en 1975, est chargé du développement des programmes d'études pour les cours obligatoires et facultatifs du Programme français. Tous les cours dans le Programme français sont offerts en français, à l'exception du cours d'anglais qui est offert à partir de la 4^e année. De plus, il est attendu que l'élève évolue dans un milieu de vie scolaire et parascolaire riche et dynamique qui valorise la langue française et la culture francophone.

Rôle de l'école francophone en milieu minoritaire

Depuis l'entrée en vigueur de l'article 23 de la Charte canadienne des droits et libertés, des structures de gestion scolaire par la minorité ont été établies dans toutes les provinces et tous les territoires.

Ce système éducatif s'appuie sur le rôle particulier qui est assigné à l'école francophone en milieu minoritaire. Le rôle de cette école « dépasse celui d'une école en milieu majoritaire : outre les savoirs, les savoir-faire et les savoir-être habituellement développés par le système scolaire, l'école francophone en milieu minoritaire doit développer le savoir-vivre ensemble et le savoir-devenir particulièrement nécessaires aux futurs bâtisseurs (Landry et Allard, 1999) qui assureront la vitalité des communautés francophones. Plus particulièrement, l'école francophone valorise le français dans son statut de langue première » (Manitoba, ministère de l'Éducation, 2013, p. 1).

L'école francophone met en place une programmation qui répond aux exigences académiques et identitaires de son mandat en tenant compte de la très grande hétérogénéité de sa clientèle :

- certains élèves sont issus de milieux urbains, d'autres de milieux ruraux; chaque communauté possède des caractéristiques socioculturelles particulières;
- la démographie scolaire varie beaucoup d'une école à l'autre; certaines écoles regroupent leurs élèves par niveaux distincts, tandis que d'autres regroupent plusieurs niveaux dans une même classe, souvent en raison du petit nombre d'élèves;
- les élèves possèdent, en rapport avec leur francité, des expériences culturelles et des antécédents langagiers variés.

Raison d'être du programme d'études d'anglais dans un contexte francophone minoritaire

L'anglais est une matière obligatoire dans les écoles françaises du Manitoba, à partir de la 4^e année jusqu'à la fin de la 12^e année. Les apprentissages visés dans le programme d'anglais tiennent compte du temps d'enseignement de l'anglais dans le programme français. Le tableau suivant présente le minutage d'enseignement de l'Anglais suggéré selon les niveaux scolaires (Manitoba, Ministère de l'Éducation et de la Formation).

Niveaux scolaires	Minutage suggéré par jour	Pourcentage de temps suggéré par semaine
4 ^e à la 6 ^e année	45 minutes x 5 jours soit 225 minutes	15 % de la journée scolaire d'un total de 1500 minutes
7 ^e et 8 ^e années	45 minutes x 5 jours soit 225 minutes	13 % de la journée scolaire d'un total de 1650 minutes

La connaissance du français et de l'anglais présente un double avantage pour les apprenants dans les écoles françaises du Manitoba. En effet, cet apprentissage favorise :

- la compréhension et l'utilisation des deux langues officielles du Canada;
- le développement d'une souplesse sur le plan intellectuel;
- la sensibilisation aux divers aspects socioculturels liés à la langue;
- l'enrichissement de la pensée et de l'esprit critique;
- l'utilisation d'un langage plus nuancé et complexe, tant en français qu'en anglais.

Éducation et Formation Manitoba reconnaît l'importance et l'avantage du plurilinguisme chez les apprenants des écoles de langue française du Manitoba. En effet, les apprenants qui développent leur compétence en français ont des assises solides pour entreprendre l'apprentissage de l'anglais en 4^e année. Par exemple, l'apprenant qui utilise efficacement une variété de stratégies de compréhension en français fera sans doute appel à ces mêmes stratégies pour comprendre une variété de textes anglais et en construire le sens. De plus les apprenants appliqueront le même processus de création qu'il utilise en français pour créer des textes anglais. De façon réciproque, l'apprentissage de l'anglais renforcera le développement de leur compétence dans la langue française puisqu'ils pourront faire des comparaisons et mieux saisir la richesse propre au français et à l'anglais. Ainsi, l'apprenant prendra conscience des différences et des similitudes entre les deux langues et apprendra à utiliser chacune d'entre elles de façon appropriée (voir Annexe 1, « Liens entre les cadres de français et d'anglais, Programme français »).

L'enseignement de l'anglais doit toutefois être présenté dans un contexte de bilinguisme additif, qui maintient un équilibre entre l'apprentissage de l'anglais et du français. Il demeure essentiel d'offrir aux apprenants « un milieu linguistique cohérent, où tout contribue d'abord à enrichir leurs compétences linguistiques en français, à tirer profit de celles-ci pour ensuite favoriser un transfert de leurs connaissances vers l'anglais. Pour les élèves qui ont déjà une bonne connaissance de l'anglais ou d'autres langues, il s'agit de bien valoriser celles-ci pour favoriser un transfert linguistique vers le français » (Ontario, ministère de l'Éducation, 2013, p. 13).

Intégration des perspectives autochtones à la discipline de l'Anglais*

L'intégration des perspectives autochtones en ce qui concerne l'histoire, les cultures, les visions du monde et les savoirs des Premières Nations, Métis et Inuits dans les contextes authentiques d'apprentissage permettra à tous les apprenants :

- d'acquérir un point de vue éclairé et bien fondé sur les questions historiques et contemporaines concernant les peuples autochtones;
- de développer les compétences interculturelles nécessaires à la compréhension et au respect de soi et d'autrui, ainsi que la capacité de créer et de nourrir des relations saines;
- de valoriser et de s'ouvrir à différentes façons d'être, de connaître et de faire autochtones;
- de contribuer à l'épanouissement de leur identité individuelle, collective et nationale en tant que Canadiens informés, engagés et responsables.

Cette intégration ne se limite pas à des activités isolées et décontextualisées qui risqueraient de manquer de profondeur. Bien au contraire, elle se fait en infusant à la fois les contenus reflétant les savoirs et les cultures autochtones ainsi que les composantes d'une pédagogie inspirée par les visions du monde autochtones de façon naturelle, pertinente et signifiante dans le but de répondre à un besoin authentique.

Les contenus reflétant les savoirs et les cultures autochtones

Dans la discipline de langue, les savoirs et les cultures autochtones sont présentés, étudiés et examinés à travers divers textes oraux, écrits ou visuels, entre autres, les récits fondateurs, les récits autochtones, le conte traditionnel, les vidéos, les films, la chanson traditionnelle ou populaire, les présentations, les messages médiatiques, les reportages, les articles de journaux ou de revues et les œuvres artistiques et artisanales. De plus, l'histoire, les cultures, les visions du monde et les savoirs des Premières Nations, Métis et Inuits peuvent susciter des questions essentielles, des problématiques et des thèmes qui seront étudiés par le biais d'une enquête.

* Adapté de Manitoba, ministère de l'Éducation et de la Formation, *Programme d'études : cadre curriculaire, Français, maternelle à la 12^e année, Programme français*, Winnipeg, Manitoba, Le Ministère, 2016.

Les composantes d'une pédagogie inspirée par les visions du monde autochtones

Bien qu'il soit impossible de réduire les multiples croyances et perspectives autochtones en une seule approche universelle, il existe néanmoins des composantes communes des enseignements et des valeurs autochtones qui peuvent s'inscrire quotidiennement dans l'approche pédagogique au sein de la salle de classe et qui peuvent ainsi enrichir les expériences éducatives de tous les apprenants.

Les relations interpersonnelles positives à l'école : Faire preuve d'empathie et chercher à connaître l'élève, s'intéresser à son vécu, se préoccuper de ses intérêts et de ses forces. Inclure la narration et privilégier le partage des histoires ou expériences personnelles dans sa pratique quotidienne et y intégrer de l'humour.

Le non-verbal : Donner des occasions aux élèves de pouvoir développer leur apprentissage par le mouvement et la représentation visuelle.

La coopération, la responsabilité et la prise de décision : Prévoir des tâches de communication collaboratives et interactives, avec un partenaire et en groupe, ainsi que des occasions permettant à tous de participer à la coconstruction des savoirs et à la prise de décision. Amener l'élève à la prise de conscience des conséquences de ses actions sur lui-même, sur les autres et sur l'environnement.

Une approche holistique : Engager les quatre facettes de l'identité de l'apprenant – l'intellectuel, le spirituel, le physique et l'émotionnel – dans tous les apprentissages. Présenter le portrait global d'un concept en allant du général vers le spécifique, déconstruire et reconstruire, modeler et échafauder, solliciter l'ensemble des liens interdisciplinaires.

Les relations avec la communauté : Favoriser une culture participative et générer des occasions de collaboration entre les membres de diverses communautés en invitant des parents, des personnes-ressources, des Aînés et des gardiens du savoir de la communauté à partager leurs connaissances et leurs expériences personnelles.

L'apprentissage expérientiel : Donner à l'élève des occasions de développer sa relation avec la Terre et son environnement en se posant des questions essentielles telles que :

- « *Comment puis-je décrire, analyser et façonner le monde qui m'entoure?* »
- « *Quelles sont les influences de l'environnement sur les individus, et inversement?* »
- « *Comment la technologie influence-t-elle la société?* »

Les compétences interculturelles : Valoriser l'élève et sa place dans l'école et la classe, ainsi que les concepts culturels et les visions du monde autochtones en s'assurant que ceux-ci soient étudiés à travers les textes lus, vus ou entendus, ou se reflètent dans les textes créés.

What is Language Teaching and Learning?

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Relationship between Language Learning and Literacy

In all facets of life, learners are engaged in literate behaviours. Current understandings of literacy suggest that learners have multiple literacy communities and that each community has particular ways of thinking, doing, and using text. Learners need to be flexible in their literacy learning in order to be active participants in a variety of communities both in school and in other places in their life. In all disciplines or fields of study, learners should be engaged in literacy learning specific to each discipline.

In the anglais curriculum "texts" refer to the variety of resources that we use to make meaning. These include oral, visual, print, digital texts and the various combinations of these. For example, a news video could have oral, visual, and print components simultaneously. Many different objects are imbued with meaning and used for different purposes depending on how people create or attend to them.

Guiding Principles

How anglais is represented in curriculum and enacted in classrooms is anchored by guiding principles. Educators are called upon to interpret and live out curriculum through these principles and reflect on implications for their planning.

Guiding Principles for Anglais

- Language and literacy are central to all learning.
- Language and literacy are context dependent.
- Language and literacy learning is complex, continuous and recursive.
- Language and literacy develop differently for each individual.
- Language and literacy learning and use are social.
- Language and literacy demands are evolving.
- Language and literacies are enacted through inextricably connected practices.
- Language and literacy experiences inform and influence our developing sense of self.

What Anglais Teaching, Learning and Assessment Is

Powerful planning for language teaching, learning and assessment is anchored in research-based practice that describes what is and is not effective. As educators, we are all on a continuum of learning, constantly evolving our teaching practices. Through deep, ongoing professional learning, inquiry, and reflective practice with the new curriculum, and through powerful teaching, learning, and assessment practices, teachers can help all learners develop and deepen their proficiency and confidence as language users.

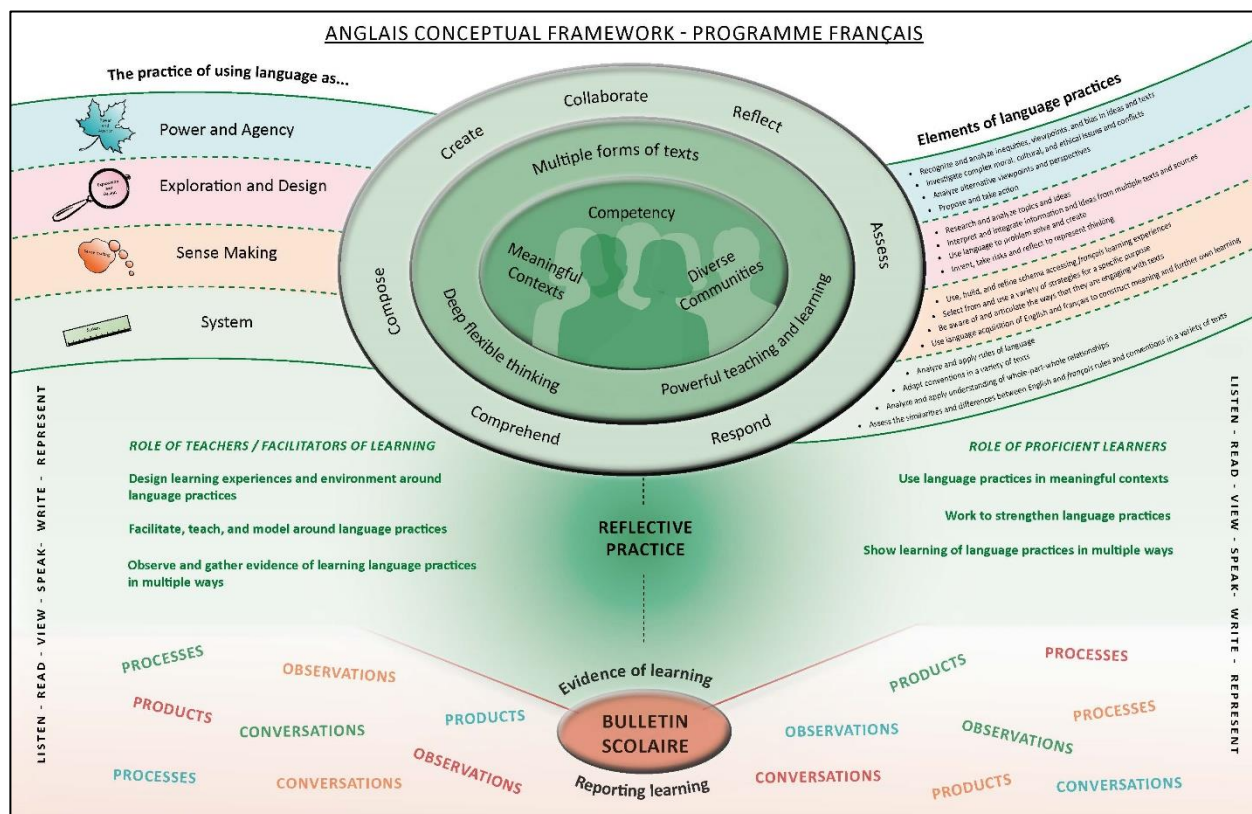
What Anglais Teaching, Learning and Assessment is in a Minority Language Context

- appreciating children as active learners and accepting them as competent co-learners who can socially and culturally construct knowledge with adults
- helping children actively seek to understand the world around them and to learn about life and language
- using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes
- recognizing the central role of language in communicating, thinking, and learning
- setting meaningful and relevant contexts for teaching and learning including connections to learners' experiences, knowledge, and personal and cultural identity
- helping learners know/co-construct what and why they are learning and doing something (e.g., big ideas, anglais practices, essential or inquiry questions, points of progression and learning goals, exemplars)
- teaching and learning for “deep understanding” (including using questions for deeper understanding as a focus)
- making meaning of ideas or information received (when viewing, listening, and reading)
- creating meaning for themselves and others (when speaking, writing, and using other forms of representing)
- accessing, using, drawing upon a variety of strategies depending upon the task and purpose and having metacognitive conversations internally and with others
- engaging in inquiry learning
- reflecting on own learning and literacy
- Leveraging strategies and skills developed in the Français course to plan learning experiences.

Language is central to all learning. Anglais learners become flexible, reflective, and critical thinkers who are able to interact with complex ideas about themselves, the world, and society. Language arts encourage creativity and imagination. Anglais is a discipline or field of study in itself, while also acting as a support for literacy learning. This enables each student to increase the complexity and sophistication in the ways that they make sense of language, understand language as a system, use language to explore and design, while being aware of the power of language. Through comprehending, communicating, and critical thinking learners develop and deepen competency in using language to meet personal and academic goals.

What Grounds the Design of the Anglais Curriculum?

The following graphic represents a large-scale view of the anglais curriculum – its conceptual framework. It represents the relationships and the environments that support anglais learning. Subsequent pages explain each part of the whole.



Version 11 x 17

Competency, Diverse Community, Dynamic and Meaningful Contexts

The way we view and position the learners in our schools and classrooms impact the way we approach teaching and learning. Learners, teachers and other school personnel, families, and communities work together to value, promote, and develop literacies that are necessary to be active participants in all areas of their lives. Each member of the community is recognized to be **proficient, living, working, and learning in dynamic and meaningful contexts in diverse communities.**

Competency: The Manitoba anglais curriculum is grounded in the belief that all students come with complex, multi-layered sets of experiences and capacity as language and literacy learners.

Competencies are:

- deep and multi-faceted ways of knowing, doing, and being
- representative of the ways in which knowledge is held, passed on, worked with, and created in the world
- owned by the learner as a transferable tool for problem solving and decision-making
- changeable over time to meet the needs of particular contexts

Learners come to school as literate beings having experienced and engaged in language learning since birth. These experiences may be similar to the ones that they will engage in at school or they may be very different. They may be in a different language or be representative of different values, beliefs, and cultures than the dominant school context. The anglais curriculum supports these learners in building upon and developing their practice of using language for different purposes including for success in academic literacies.

Living, working, and learning in dynamic and meaningful contexts in diverse communities:

Contexts suggest that all things are considered based on the circumstances in which an event or idea is formed. The context frames the way that ideas and events are fully understood and considered. For example, a student who lives in a farming community, a student who is a Canadian newcomer from a tropical climate, and a student living in an urban setting may have different understandings and vocabulary around "seasons". The relevance, importance, and value that each of these learners brings to the learning about seasons also affects the motivation to learn more.

Learners need opportunities to develop, build upon, and deepen their learning within dynamic and meaningful contexts or rich learning experiences. The Manitoba anglais curriculum considers learning to be done in rich and complex contexts/experiences rather than as a series of skills, strategies, or decontextualized content.

The context or experience provides focus for learning and gives learners opportunities to explore significant and complex ideas about the world while enacting the Anglais practices. For example, learners do not learn about "apples", but they may consider the idea of apples within a context of an environmental lens in which they would have opportunities to explore the ways apples are considered as a sustainable crop.

Contexts or experiences can be developed within classrooms but it is also important for teachers to value the cultural and social contexts in which learners live, and to use these contexts to help learners make meaning and understand how they are positioning themselves in relation to the world and their learning.

[L]earning is a process of developing understanding through problem-solving and critical reflection . . . learning is most effective and efficient when learners are engaged in learning by doing. Pedagogical designs that embody this [constructivist] perspective make use of learning scenarios, problems, incidents, stories and cases that are authentic (i.e., that reflect real life situations), to situate and anchor all learning experiences. (Naidu, 2006)

As educators and learners build deeper understandings of their communities, languages, and identities, they deepen their respect and value for the diversity in classrooms, schools, and other communities and the multiple ways of coming to know within learning communities.

Tapping into learners’ identities and communities along with co-creating meaningful and rich contexts or experiences can provide a focus for anglais language learning and give learners the opportunity to explore significant ideas that have enduring value beyond the classroom. If learners are to understand, develop, and deepen their sense of self, draw upon and harness multiple ways of knowing, thinking, and doing, and live well together in an interconnected world, learners need many opportunities to explore questions and concerns about themselves and the world.

Context, rich learning experiences, and lenses are illustrated and explained further in “Planning for Effective Anglais Teaching and Learning.”

Teaching and learning are effective when they are purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and anglais as they might be rather than the way educators might currently know them to be.

Effective Anglais Planning, Teaching and Learning

Effective anglais planning, teaching, and learning are rooted in research-based practice that includes rich, authentic, and interconnected experiences in which learners can engage in interconnected ways with language. These experiences should include the following:

- **Powerful teaching and learning:** Effective anglais planning, teaching, and learning help learners make decisions to use critical and powerful learning strategies. Learners need to learn and use a range of language skills and strategies while engaged in authentic language learning experiences. Effective anglais teachers employ a range of instructional approaches to help learners move from teacher-supported and guided practice to independent learning that requires varied instructional methods and strategies.
- **Multiple forms of text:** Learners should have opportunities to work with a variety of texts including print, non-print, human, electronic, and virtual resources. Texts should be current, relevant, credible, and representative of many viewpoints and worldviews, including the ways of knowing of Indigenous peoples. Different texts should be accessible for different purposes. Learners can engage with more complex texts with appropriate support and may need different texts when being asked to independently access and construct meaning.
- **Opportunities for deep and flexible learning:** Learners should have opportunities to explore significant and complex ideas and questions that lead to deeper understandings. Anglais provides opportunities for learners to use interrelated language practices that are specific to the discipline and also transfer across languages. Questions for deeper understanding can be used and/or co-constructed to initiate and guide inquiry and give learners direction for developing deep understandings about a topic or issue. Learning that is evoked by student interests has the potential for rich and deep learning. Supporting deep and flexible thinking can help learners grasp the important disciplinary ideas that are situated at the core of a particular curricular focus or context. Exploring ideas alone or with others helps learners connect what they are learning to personal experiences and life beyond school. Deep and flexible thinking also encourages self-reflection and goal setting.

Approaches and structures to support effective anglais planning, teaching, and learning are described in “Planning for Effective Anglais Teaching and Learning in a Minority Language Context.”

Assessment As, For, and Of Learning

Effective anglais planning ensures ongoing and synergistic assessment as, for, and of learning. Assessment plays a major role in how learners learn, their motivation to learn, and how teachers teach. Assessment is used for a variety of purposes.

Purpose of Assessment

Assessment *for* learning: where assessment helps teachers gain insight into what learners know and do in order to plan and guide instruction, and provide helpful feedback to learners

Assessment *as* learning: where learners develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning

Assessment *of* learning: where assessment informs learners, teachers, and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan next steps, and support continued progress

The nature of anglais as a discipline requires ongoing assessment to move learners along a continuum from teacher support to independence. In many ways learning in anglais is similar across the grades with many experiences deepening in complexity and sophistication. This requires an understanding of how learning deepens so that teachers can better support learners as they move toward independence.

Language learning may look different and progress in different ways for learners, and assessment in anglais must be planned to accommodate for this diversity by providing learners with multiple ways to show their learning and understanding. Anglais cannot be assessed by collecting data on discrete skills but must be observed within a range of interconnected practices that demonstrate increasing proficiency. In fact, much learning is internal—in audible and invisible.

To assess learners' increasing proficiency in anglais, teachers require a variety of tools and approaches. They engage in conversations, observe learners in a variety of learning experiences, contexts, and processes, and examine student work in progress. They also provide opportunities for learners to take part in peer assessment and self-assessment. Effective anglais planning provides learners with multiple ways to demonstrate understanding and achievement. The information that teachers and learners gain from assessment informs and shapes what happens in the classroom.

Anglais Practices

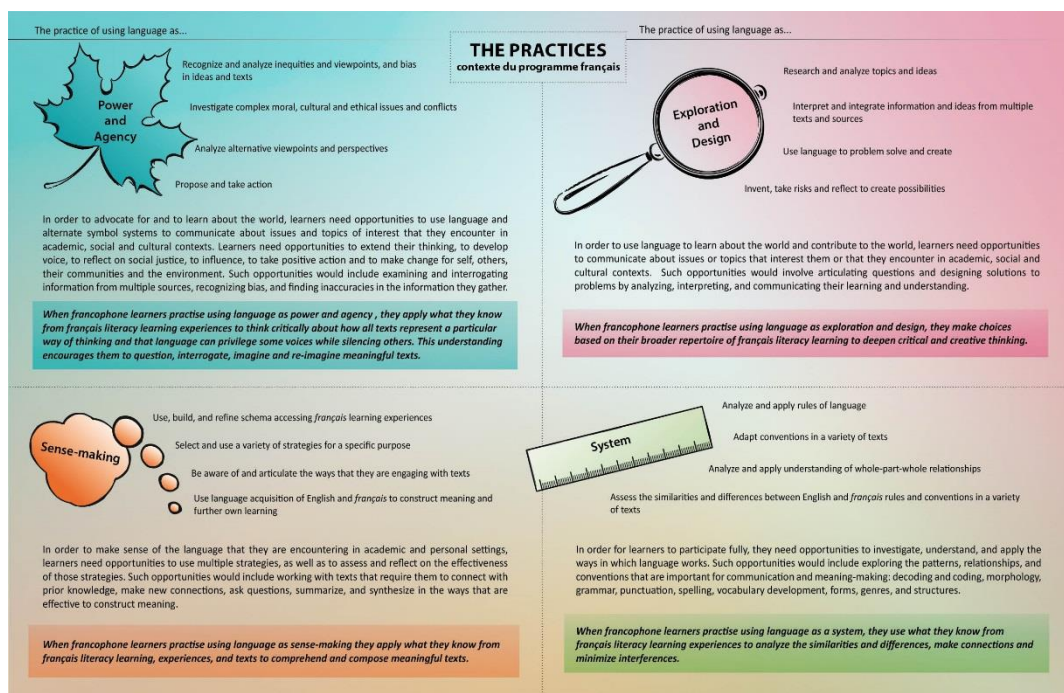
The concept of discipline-specific practices suggests that each discipline has particular ways of thinking, doing, and being. These include the types of language and texts that are used and how these languages and texts are used.

Effective anglais planning provides opportunities for learners to use interrelated practices that are specific to the discipline and also transfer across disciplines. Identifying language learning by practice rather than skill clarifies how language can be used for a variety of interconnected purposes. These practices also help teachers make decisions about text, method, and assessment (Luke and Freebody, 1999).

The four practices that the curriculum identifies as anglais practices are interconnected and interrelated, and are used during authentic experiences. In Manitoba, we are using the term “anglais practices” to describe the ways that literate beings in classrooms and beyond in everyday social contexts use language. Like Luke and Freebody’s “families of practices,” each anglais practice is a necessary part of literate practice, but not sufficient on its own. “It might be best to visualize the four families as inclusive, with each being necessary but not sufficient for the achievement of others” (1999, p. 4). Effective literacy learners draw on their full repertoire of literacy practices to fully engage in experiences with text. Serafini (2012) stresses the multi-modal nature of texts and the implications for literate practices when proposing that “readers” are navigators, interpreters, designers, and interrogators. Practices also provide a way to make explicit the links between the learning experiences in classrooms and the authentic and purposeful ways that people engage in these experiences in all areas of their lives (Barton and Hamilton, 2000).

Practices for the anglais curriculum are described on the following page

THE PRACTICES – contexte du Programme français



Version 11 x 17

Francophone learners apply what they know from français literacy experiences to enact the anglais practices.

When Francophone learners use language **as power and agency** they would ask the following:

- How do I use my *français* learning experiences to extend and deepen my thinking in anglais?
- How does what I hear, read, and view influence what I think?
- How do I use language to influence others when I write, represent, and speak?
- How do I decide what and whose stories to tell?

When Francophone learners use language **as exploration and design** they would ask the following:

- How do I use my *français* learning experiences to explore, enquire, create, and problem solve?
- How do I use texts to inform me about topics, ideas, and information?
- How do I use language to create new ideas, solve problems, extend my knowledge, and communicate those ideas to others?

When Francophone learners use language **as sense-making** they would ask the following:

- How do I use my *français* learning experiences to construct meaning and further my learning?
- How do I understand what I hear, read, and view?
- How do I communicate to others when I write, represent, and speak?

When Francophone learners use language **as a system** they would ask the following:

- How do I use my *français* learning experiences to make connections and minimize interferences?
- How do I use what I know about how language works to read, write, represent, listen, speak, and view?
- How do I use texts to inform me about topics, ideas, and information?
- How do I use language to create new ideas, solve problems, extend my knowledge, and communicate those ideas to others?

Initially, Francophone learners might need support to make these types of connections between languages. Over time, they will reflect on their practice using both languages. (See Annexe 2 for more examples).

What is the Structure of the Anglais Curriculum?

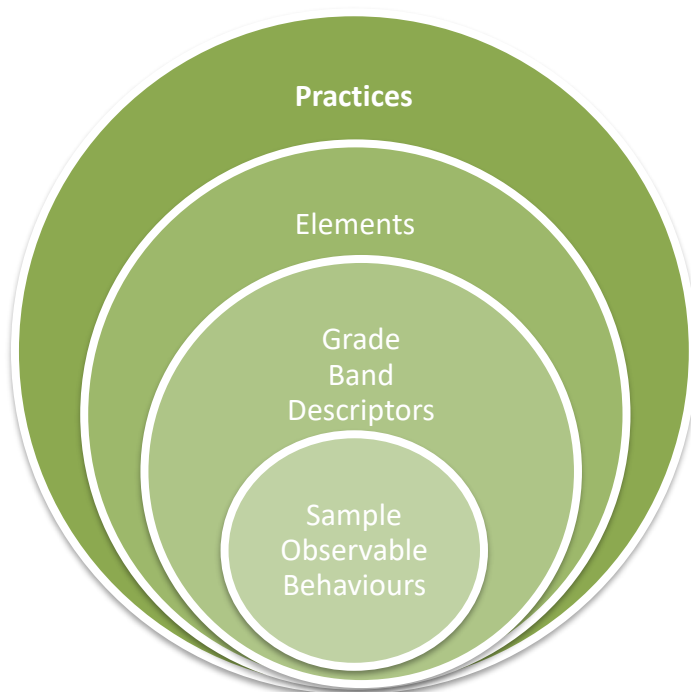
What is the Structure of the Anglais Curriculum?

The graphic below represents a more focused view of the anglais curriculum – one that examines the structure and infrastructure of curriculum. This nested system shows the interrelationship of components of curriculum while placing focus on how each has a particular function.

The anglais curriculum identifies the 4 big ideas (practices) that ground all teaching and learning in anglais while also describing how learners might enact these practices at different points in time. The practices and the elements that characterize them are common across Grade 4 to Grade 12. Descriptors support teachers in reflecting on student learning and progress by describing how learners enact the 4 practices and elements. Descriptors help teachers build profiles of student learning at points over time. Descriptors are further characterized by samplings of observable behaviours (what learners might say or do).

Each piece of the structural design must be viewed as part of a whole, where each plays a particular function when planning for, playing out, and reflecting on teaching, learning, and assessment in anglais. Information follows to further explain each part and its function within the whole.

Structural Design of the Anglais Curriculum



Practices: The anglais curriculum identifies four practices which represent the big ideas of the discipline. These practices name the valued ways of knowing, thinking, and doing of the

discipline. Teachers would, therefore, design learning experiences in such a way that learners have opportunity to enact all four practices.

Elements: Each practice is characterized by elements. These represent how the practices are generally enacted from Grade 4 to Grade 12. The Elements provide a focus for instruction and learners enhance their practice by improving their use of these elements.

Grade Band Descriptors: Descriptors support teachers in reflecting on student learning and progress by describing how learners enact the four anglais practices and elements. Descriptors help teachers build profiles of practice at the end of a grade band as well as at all grade levels. Descriptors also help teachers to focus instruction and learning within rich learning contexts.

Grade bands support teacher teams, individual teachers, and multilevel teachers in taking a more longitudinal view of the learning and planning for learning. The grade bands also provide support for teachers in planning for, teaching, and assessing student learning at various points along the continuum. Grade bands recognize that learning develops over time and across multiple contexts.

Anglais Programme français Grade Bands				
		Grade Band 4 Grade 4	Grade Band 6 Grades 5 and 6	Grade Band 8 Grades 7 and 8
Français Programme français				
Stade 1 Maternelle	Stade 2 1 ^{re} et 2 ^e années	Stade 3 3 ^e et 4 ^e années	Stade 4 5 ^e et 6 ^e années	Stade 5 7 ^e et 8 ^e années

English Language Arts Grade Bands English Program		
K to 2	Grade 3 to 5	Grade 6 to 8

Sample Observable Behaviours: Sample observable behaviours capture multiple ways that learners may show their learning. **These possibilities are not exhaustive nor are they designed to be used as a checklist.** Sample observable behaviours provide various concrete examples of what learners at different grade levels might say or do in relation to descriptors. These reflect various forms of learning evidence from classroom observations, conversations, and products/processes captured within rich learning experiences.

Grade Band Descriptors - Anglais at a glance

The anglais curriculum describes learning in grade bands and helps describe learning by grades. The grade bands (Grade 4, Grades 5 and 6, Grades 7 and 8) support teacher teams, individual teachers, and multilevel teachers in taking a more longitudinal view of the learning and planning for learning. The grade bands provide support for teachers in planning for, teaching, and assessing student learning at various points along the continuum. Grade bands recognize that learning develops over time and across multiple contexts. Grade levels provide a way to look at learning in shorter periods of time. Descriptors should always be seen in the context of the practices as these provide descriptions of the ways that learners enact the practices in rich learning experiences.

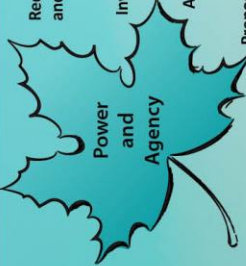
Descriptors also help teachers plan for intentional teaching and learning within rich learning experiences. The language of descriptors (e.g., learners are using . . . or learners are responding . . .) suggests that these enactments are a process that occurs over the course of the grade band from emerging or beginning to more independent enactments. How these descriptors look and sound will vary based on learners and contexts. Sample observable behaviours provide windows into teachers' capturing of evidence (through observations, conversations, and processes/products) at different grade levels.

Sample observable behaviours also show how learners will use different *Anglais* strands (speaking, listening, reading, writing, viewing, and representing) or multiple strands at once to show their learning. The anglais curriculum continues to expect that learners enact the four practices using all of the strands and blends of them. The following charts provide an outline of the grade band descriptors for each anglais practice.

Descriptors for the anglais curriculum are described in:

- *Anglais at a glance - The practice of using language as ...*
- *Anglais at a glance – GRADE BAND 4*
- *Anglais at a glance – GRADE BAND 6*
- *Anglais at a glance – GRADE BAND 8*

The practice of using language as...



Power and Agency

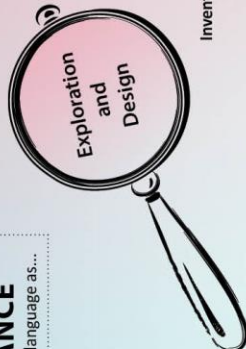
Recognize and analyze inequities and viewpoints, and bias in ideas and texts

Investigate complex moral, cultural and ethical issues and conflicts

Analyze alternative viewpoints and perspectives

Propose and take action

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

The practice of using language as...



Sense-making

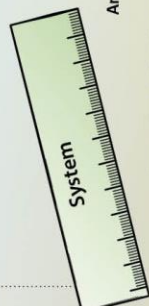
Use, build, and refine schema accessing *français* learning experiences

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

The practice of using language as...



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

ANGLAIS at a glance

GRADE BAND 4

Learners are:

The practice of using language as...



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

- 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

The practice of using language as...



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 and create possibilities

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

The practice of using language as...



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

- 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

The practice of using language as...



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

- using classroom resources and what they know about rules and conventions (spelling, grammar, capitalization, and punctuation) 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

ANGLAIS at a glance

GRADE BAND 6

Learners are:

The practice of using language as...



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

- 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

The practice of using language as...



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 and create possibilities

- 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

The practice of using language as...



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

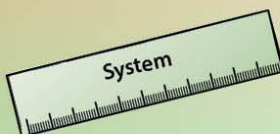
Select from and use a variety of strategies for a specific purpose

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

- 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

The practice of using language as...



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

- 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

ANGLAIS at a glance

GRADE BAND 8

Learners are:

The practice of using language as...



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

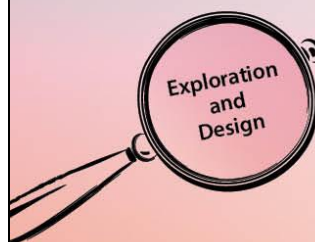
Investigate complex moral, cultural and ethical issues and conflicts

Analyze alternative viewpoints and perspectives

Propose and take action

- 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

The practice of using language as...



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 and create possibilities

- 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

The practice of using language as...



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

- 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

The practice of using language as...



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

- 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

Planning for Effective Anglais Teaching and Learning in a Minority Language Context

Planning for Effective Anglais Teaching and Learning in a Minority Language Context

The anglais curriculum provides philosophical and theoretical ways of thinking and helps build common ground and common language for teachers to use to create classroom curriculum. Curriculum also represents a conceptual framework for learning growth – how learners, with their unique identities and their multiple ways of knowing, grow and deepen their anglais practices. Rather than representing development as a line, this anglais curriculum represents development as an expanding field.

The anglais framework and its wrap-around supports are designed to support teachers in building understandings of powerful teaching and learning, making decisions for planning, teaching, and learning based on multiple factors, and engaging in ongoing assessment to inform teaching and learning and to communicate growth and progress.

Each student and teacher brings his or her own cultural inheritances, world views, and lived experiences to learning. Curriculum is created in such a way that teachers and students can see themselves, their communities, and their own lived worlds within it. Curriculum is lived in learning spaces where students, teachers, and learning contexts merge and where all partners are “in the field”, learning their way around and participating fully in its culture. Teachers design meaningful learning experiences based on who’s in the classroom, what experiences they bring, and what new experiences they need to explore (See “Planning for Instructional Design”, p. 39-40).

Planning for Rich, Meaningful Learning Experiences and Deeper Understanding

Effective anglais planning, teaching, and learning provide opportunities to explore significant and complex ideas (e.g., extinction versus the topic of dinosaurs) and to consider questions for deeper understanding. Questions for deeper understanding can be used to initiate and guide rich learning experiences and give learners direction for developing deep understandings about a topic or issue. It is essential to develop questions that have potential for rich and deep learning.

The process of constructing questions can help learners to grasp the important disciplinary or trans-disciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning experiences in a lesson, or series of lessons, and help learners connect what they are learning to their experiences and life beyond school. Through these studies for deeper understanding, learners are given opportunities to engage in the four anglais practices.

By exploring broad questions and significant ideas, learners will be using language as sense making, system, exploration and design, and power and agency. When planning, teachers need to ensure that the learning experiences are rich enough to engage learners in all four practices. Considering significant and complex ideas that are rich enough to engage learners in the four anglais practices provides the “content” for anglais.

Unlike science or social studies curricula that indicate specific content to teach the practices of the discipline, anglais foregrounds the practices and allows teachers the flexibility to be responsive to the specific interests, contexts, and strengths of their particular learners.

Teachers could consider the following:

- topics of student interest
- topics or issues that arise in other curriculum areas
- literature themes

Using Lenses* to Plan Rich, Meaningful Learning Experiences

The following lenses provide a focus on language learning so that learners are able to enact the anglais practices while also providing opportunities for learners to explore and investigate complex issues, ideas, and questions about themselves and the world.

A **personal and philosophical lens** gives learners opportunities to explore their identity and their self-concept. Fostering the learning spirit inside each student comes from the heart and mind connection that is revealed through each student's reflection on personal feelings, self-image, influential life forces, ideas, belief systems, values, and ways of knowing. Who am I, what is my place, and where am I going? What does the future hold for me?

A **social, cultural, and historical lens** gives learners opportunities to explore relationships with others, community, culture, customs, multiple ways of knowing, national and international events and issues, and the history of humanity. What are my rights and responsibilities in communities, cultures, and economies? How and who am I in relation to communities, cultures, and economies? How am I defined by these relationships?

An **imaginative and literary lens** gives learners opportunities to use their intuition and imagination to explore alternative worlds and possibilities; different types of classical and contemporary genres, such as fantasy, science fiction, and humour; and particular authors. How do I use my imagination and intuition and that of others to understand and relate to people, the community, the world, and society in a positive way? How do I foster imaginative ideas of self and others? How do I use intuitive hunches to support creative problem solving or inquiry?

An **environmental and technological lens** gives learners opportunities to explore the natural and constructed worlds including the land, the sky, the sea, living things, space, technologies, and environmental and technological issues. How do I describe, analyze, and shape the world around me? How does that natural and technological world affect and shape me?

When learners have opportunities to examine, investigate, and explore issues, ideas, and themes through the four lenses, they develop deep and flexible thinking. The lenses also support teachers in considering topics, issues, themes, and ideas from different perspectives: personal and philosophical; social, cultural, and historical; imaginative and literary; and environmental and technological. These lenses can also help teachers and learners deepen their foci for learning experiences. When planning, teachers should reflect on the use of the lenses over the course of the year to ensure a well-rounded, comprehensive engagement with anglais.

* Adapted from Saskatchewan Ministry of Education, *English Language Arts, Grade 3*, Regina, Saskatchewan, Saskatchewan Ministry of Education. Used with permission.

Each anglais area of study can be related to and developed through one or more of these lenses. All lenses can be used and applied at all grade levels. Each lens provides opportunities for integration with topics of study in other subject areas.

Using Lenses to Focus and Deepen Learning Experiences

The following chart provides examples of how lenses can be used to focus and deepen learning experiences in the Anglais course.

From	To
Learners learn about apples.	Learners explore ideas of sustainability through consideration of Canadian apple crops. (environmental)
Learners learn about fairy tales.	Learners explore the literary devices used in fairy tales and experiment with breaking conventions to create new texts. (imaginative and literary)
Learners read and study Shakespeare.	Learners consider <i>The Merchant of Venice</i> and other sources as artifacts in order to interrogate issues related to anti-Semitism in different periods of time, and from the perspectives of different cultures, values and beliefs. (social, cultural, historical)
Learners write a five-paragraph essay on character development in a novel study.	Learners examine and use persuasive writing in a variety of forms to communicate a position related to inquiry/study about whether identity is fixed or not. (personal)

Anglais planning designed around significant questions, themes, topics, and issues, can ensure that learners engage with and deepen their anglais practices in meaningful and multiple ways. The following pages present considerations for planning and a series of questions to guide planning for rich, meaningful learning experiences and deeper understanding.

PLANNING FOR INSTRUCTIONAL DESIGN

What to consider...	Instructional Design
Teachers consider the elements that are transferable from Français to the Anglais course, for example comprehension strategies, specific characteristics of different types of texts as well as the conventions related to reading, writing, speaking and listening.	• <i>which comprehension strategies are transferable from the Français to the Anglais course?</i> • <i>Can I invite students to make predictions, visualize the text or make inferences?</i> • <i>Do the chosen texts respect a certain structure? Have students seen this type of structure in Français texts?</i> • <i>What comprehension strategies will be utilized in a task? Have students used these strategies in their Français course?</i>
Over the course of the year, authentic learning experiences in the Anglais course can be structured around different prompts such as: • Student Interest • Big question • Topics or issues that arise in other curriculum areas; • Literature themes, author/genres	What will we study? ☐ Student Interest ☐ Big Question ☐ Author/genre ☐ Cross Curricular Note: the anglais course would be a small part of any cross-curricular design which would be developed in French.
Teachers consider the lens* that will focus the thinking around the topics, the big questions, etc. For example, a novel can be considered through either a social/cultural/historical lens or an imaginative/literary lens.	How will we consider this study? ☐ Personal/ Philosophical ☐ Social/ cultural/ historical ☐ Imaginative/literary ☐ Communicative ☐ Environmental/<i>technological</i>
Teachers consider some possible topics or “big questions” that could focus the study. These questions may change and will probably evolve as student have input.	What questions will focus our study? • <i>Based on lenses selected, what will be my initial question?</i> • <i>How will learners and I co-construct some inquiry questions?</i> • <i>How do I get to the heart of what needs to be learned?</i>
Authentic learning experiences engage students in all four ELA/Anglais practices. The experiences should also include assessment opportunities <i>for, as, and of</i> learning.	What authentic learning experiences will allow students to explore the “big questions” while enacting the practices (elements and descriptors)? • <i>How do these learning experiences contribute to authentic learning and how are they related?</i> • <i>What would be a logical instructional sequence?</i>
Planned instruction, based on what needs to be learned, should take place in whole group, small group, and individual contexts. It is part of the learning experiences or built into other structures.	How will my instruction focus on the targeted elements end descriptors (practices)? • <i>What are the targeted elements end descriptors?</i> • <i>How does my instruction meet both the whole class need as well as individual needs?</i> • <i>How will I co-construct criteria with my learners?</i>

*Adapted from Saskatchewan Ministry of Education, *English Language Arts, Grade 3*, Regina, Saskatchewan, Saskatchewan Ministry of Education. Used with permission.

PLANNING FOR INSTRUCTIONAL DESIGN (Continued)

Based on the targeted elements and descriptors, samples of student learning are collected as evidence for assessment for, as, and of learning. The data is collected using observations (O), conversations (C) and products (P). O: anecdotal notes in various learning contexts such as observing conversation within small groups, whole class discussions, etc C: conversations including conferences with individual and small groups; P: various products and processes such as journals, reading logs, etc.	I will gather data on student learning? • <i>How will the data collection be built into the study?</i> • <i>What will it look like/sound like?</i> • <i>How will I know if students have acquired_____?</i>
The data collected should inform the next set of learning experiences or could be used for reporting.	What will I do with this data? • <i>How will I provide learners with timely and precise feedback to enhance learning?</i> • <i>How are learners sharing in the information from my data?</i> • <i>How will I encourage learners to reflect on their learning and set new goals?</i> • <i>How will I assure that learners develop independence?</i> • <i>How will I reflect on my planning, my lessons, my assessment practices to further enhance learning?</i> • <i>How will I use the data collected to determine the next steps?</i> How will I report the data collected? • <i>What does it look like for each of these report card categories?</i> ○ <i>Critical Thinking?</i> ○ <i>Reading?</i> ○ <i>Writing?</i> ○ <i>Listening/Viewing?</i> ○ <i>Speaking/Representing?</i>
Resources	Considerations... • <i>Do I have a sufficient variety of texts: oral, written, visual or multimodal?</i> • <i>Do I have a sufficient variety of texts to respond to learners' needs?</i> • <i>Why have I chosen these particular texts and what is their function?</i> • <i>How are these texts pertinent to the development of the theme/project/inquiry/questions and to enact the practices?</i> • <i>How will these texts support instruction and students' learning?</i>

Designing and Organizing Teaching and Learning within Rich and Meaningful Learning Experiences

Teachers can approach instructional design in various ways depending on purpose and needs. Teachers will want to consider designs that provide opportunity for learners to practise meaningfully in the discipline or the field of anglais, such as multi-genre thematic design, genre inquiry and/or interdisciplinary design, and author or genre study design, for example:

Multi-genre thematic design is built around a theme or topic and includes a range of prose fiction and non-fiction, poetry, plays, and other texts. This is the most common type of anglais design because it allows teachers to vary learning experiences within a broad theme or topic to suit the differing ability levels of learners while supporting their learning.

Genre inquiry and/or interdisciplinary design is usually built around a theme or topic that is related to one or more important questions for inquiry and research. The emphasis in an inquiry unit is on exploring the possible answers to a question or questions that the learners have about the theme or topic and then using inquiry processes to guide their work in the design. When the design is interdisciplinary, it considers and addresses both anglais practices while valuing other discipline-specific literacies.

An **author or genre study** design focuses on the works of a specific author or illustrator or on a specific genre (e.g., poetry). This focus considers the craft of writing and/or illustrating as well as thinking about big ideas around literature and writing.

In anglais classrooms, it is also important to plan for structures that allow for targeted instruction and practice of particular skills. This focused and responsive instruction and learning can be embedded in rich and meaningful learning contexts where focused teaching and learning relate directly to the topic, theme, or inquiry. For example, small group targeted instruction on particular reading processes can be embedded in and related to the larger theme, topic, or inquiry. Setting this focused work within rich learning experiences provides better opportunity for learners to engage meaningfully.

For example, teachers might use the following programmatic structures:

Workshop models: Workshop models provide a time structure that allows teachers to differentiate instruction and allows learners to use the anglais practices. The common components of a workshop model include the following: mini-lesson, goal setting, independent reading, writing, and conferring, small group instruction, response and reflection, and sharing.

Centre models: Centre models provide a structured way for learners to use anglais practices while the teacher either confers with individuals or small groups, or observes learners while they are engaged in work. Centres could include, for example, language play, independent reading and writing, inquiry and research groups, design space, and literature discussions.

Small group targeted instruction: Targeted instruction allows teachers to respond to specific needs of small groups of learners. Through assessment, teachers identify a common skill or strategy that several learners need and teaches to that need. Learners follow up with independent practice. Groups are formed based on need not on level of ability, and are frequently disbanded and reformed with different learners.

Routines: Teachers may address programmatic requirements by building in regular whole class routines. For example, when planning, teachers should ensure that time is set aside for read-aloud, shared reading or writing in addition to targeted instruction time.

LIENS ENTRE LES CADRES DE FRANÇAIS ET D'ANGLAIS

PROGRAMME FRANÇAIS

Fondements communs	
But	Développer chez les élèves la capacité de comprendre et de communiquer avec aisance, tout en exerçant leur pensée critique, peu importe la situation de communication.
Définition de « texte »	Le mot «texte » tient compte de la multimodalité des textes (p.ex. orale, écrite, gestuelle).
Environnement d'apprentissage riche	Les composantes communes d'un environnement d'apprentissage riche: • un contexte d'apprentissage authentique : signifiant, pertinent et engageant; • un climat de confiance permettant la prise de risque et la prise de parole; • la coconstruction; • l'utilisation de modèles langagiers; • l'étaiyage; • les groupements flexibles; • une variété de textes riches; • l'évaluation au service de l'apprentissage et en tant qu'apprentissage.
Fonctions de la langue	L'apprentissage des deux langues permet à l'élève : • de construire le sens; • de communiquer; • d'apprendre; • de réfléchir et d'exercer sa pensée critique; • de créer; • d'agir.
Domaines langagiers	Les domaines langagiers développés dans les deux cadres sont : • la lecture; • l'écriture; • la communication orale (écoute, expression orale et oral spontané); • l'interprétation et la représentation (p.ex. visuelle); • en anglais on inclut la visualisation.
Importance de la pensée critique	Volets de la pensée critique : • l'analyse et l'évaluation de l'information et des idées permet à l'élève de se façonner des points de vue sur des sujets et des problématiques qui lui tiennent à cœur. Il peut alors passer à l'action en créant des représentations et des textes qui expriment ces points de vue, démontrent son apprentissage et son engagement; • la réflexion.
Stades/Grade Bands	Les élèves ont besoin de temps pour approfondir leurs apprentissages. Les regroupements des niveaux scolaires en stades/Grade Bands sont cohérents. (p.ex. 5 ^e et 6 ^e forment un stade.)

Fondements communs (suite)

Rôle de l'enseignant :

- valorise la diversité culturelle et humaine;
- crée un climat accueillant et sécuritaire favorisant la prise de risque et la prise de parole;
- crée des contextes d'apprentissage authentiques, pertinents et engageants qui provoquent l'exercice de la pensée critique et de la créativité favorisant l'interaction;
- enseigne explicitement et crée des contextes variés où l'élève peut s'exercer, recevoir de la rétroaction et devenir de plus en plus autonome par rapport à ses apprentissages;
- favorise une pédagogie différenciée afin de répondre à la diversité des élèves;
- porte un jugement sur l'apprentissage des élèves en s'appuyant sur des preuves d'apprentissage planifiées (observations, conversations et productions).
- réfléchit sur sa pratique pédagogique.

Rôle de l'élève :

- crée des relations saines et harmonieuses avec ses pairs et les adultes autour de lui en valorisant la diversité culturelle et humaine;
- prend des risques sachant qu'il « apprend en faisant » des erreurs pendant l'apprentissage;
- met spontanément ses pensées en mots pour exprimer, par exemple, son point de vue, ses questionnements, ses choix, sa démarche;
- est actif dans la construction de ses apprentissages et participe à la création des critères d'évaluation;
- tient compte de la rétroaction reçue, l'analyse selon sa validité et se fixe de nouveaux buts;
- réfléchit sur ce qu'il sait et démontre de ses apprentissages de façons variés.

COMPARAISON DE L'ORGANISATION DES APPRENTISSAGES CADRES DE FRANÇAIS ET D'ANGLAIS - PROGRAMME FRANÇAIS

Français	Anglais	Similitudes
Compétence visée de la maternelle à la 12^e année « L'élève pourra traiter l'information dans une démarche dynamique de construction et de négociation cognitives, langagières, identitaires, culturelles et interculturelles. »	« Practices and Elements » de la 4^e à la 12^e année <i>The practice of using language as</i> – <i>power and agency</i> – <i>exploration and design</i> – <i>sense-making</i> – <i>a system</i>	La compétence visée dans le cadre français est l'équivalent de l'ensemble des quatre « practices » et des « elements » du programme d'études d'anglais. *Les « elements » caractérisent les « Practices » de la 4^e à la 12^e année.
Apprentissages incontournables par stades	« Descriptors » par « Grade Bands »	Ceux-ci : • explicitent les attentes d'apprentissage; • font l'objet d'évaluations formatives et sommatives; • sont observables et mesurables; • se mettent, en général en pratique à l'oral, à l'écrit, par le visuel ou de manière multimodal; • sont orientées par des intentions de communication authentiques; • permettent beaucoup de flexibilité dans la création et la planification de tâches de communication signifiantes, pertinentes et engageantes; • sont progressivement plus complexes; • favorisent la pensée critique et créative dans un contexte multimodal.
Différences		
Le cadre	La terminologie est différente. L'organisation des deux cadres est différente.	
Ressources internes et externes	Celles-ci • permettent la réalisation des apprentissages incontournables et, par extension, de la compétence visée • peuvent faire partie des critères coconstruits ou fournis par l'enseignant permettant d'évaluer l'atteinte d'un apprentissage incontournable. • sont organisées par stade.	
« Observable behaviours »	Ce sont des exemples de preuves d'apprentissage (observations, conversations, produits et processus) permettant de confirmer les apprentissages.	

RECONNAISSANCE DES ACQUIS EN FRANÇAIS

Practices	Elements	Descriptors
Practice of using language as sense-making	Use language acquisition of English and <i>français</i> to construct meaning and further own learning	Grade-Band 4 - Descriptors Learners are beginning to use a repertoire of language and cultural resources for different functions
Practice of using language as a system	Assess the similarities and differences between English and <i>français</i> rules and conventions in a variety of texts	Grade-Band 8 - Descriptors Learners are 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

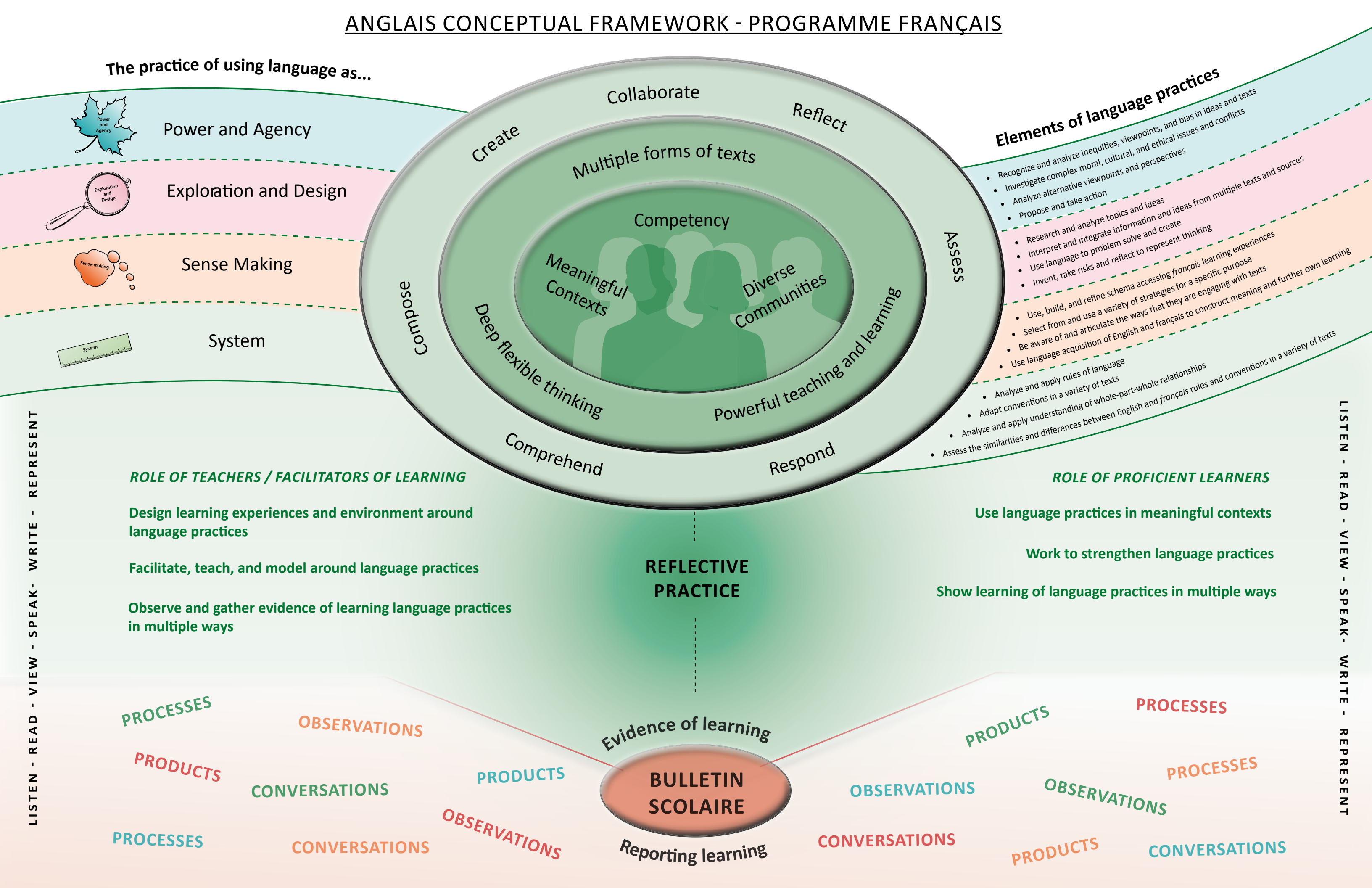
Questions posées par l'enseignant	Réflexions de l'élève
• What have you learned <i>en français</i> that can help improve your learning in English? How can you use it? • What have you learned <i>en français</i> that will help you to extend and deepen your thinking in English? How will you do that? • What have you learned <i>en français</i> that will help you to understand and interpret what you hear ? What you read? What you view? Tell me about that. • Talk to me about what you use from <i>français</i> to help you to respond and communicate when you speak... when you represent... when you write. • How do you make connections with what you have learned <i>en français</i> to help you analyse the similarities between <i>français</i> and English? How do you recognize interferences in order to use English appropriately? Can you give me an example?	Comment puis-je utiliser ce que je connais en <i>français</i> pour enrichir mes apprentissages en Anglais? : • communiquer mes idées dans un groupe; • identifier des critères de réussite en Anglais; • créer des textes variés pour différentes intentions; • évaluer et sélectionner l'information pertinente dans un texte courant en Anglais; • représenter mes apprentissages de différentes façons; • réfléchir à mes apprentissages; • réagir à une variété de textes; • écrire correctement des mots; • analyser les interférences pour créer une variété de textes; • etc.

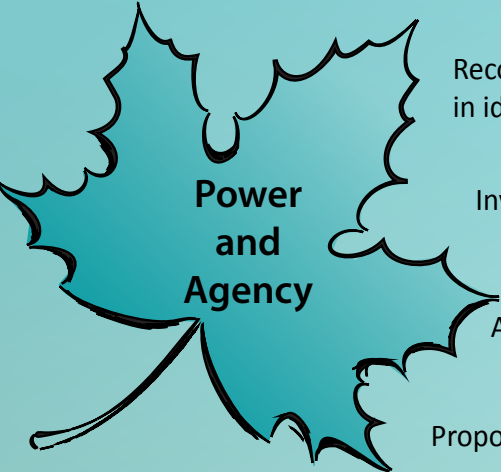
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Annexes

ANGLAIS CONCEPTUAL FRAMEWORK - PROGRAMME FRANÇAIS





- 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.

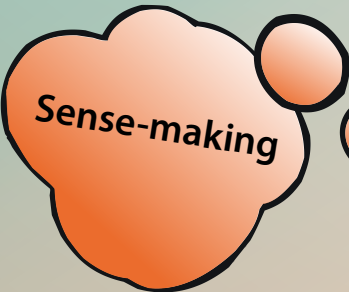
THE PRACTICES
contexte du programme français



- 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.

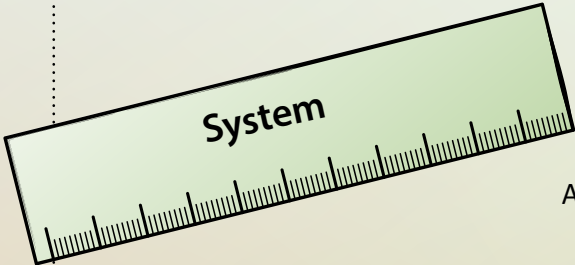
When francophone learners practise using language as exploration and design, they make choices based on their broader repertoire of français literacy learning to deepen critical and creative thinking.



- 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.

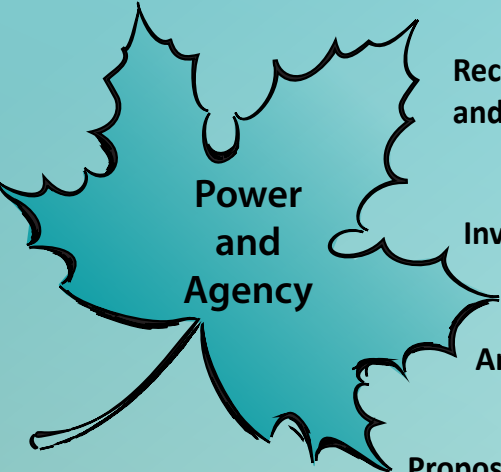
When francophone learners practise using language as sense-making they apply what they know from français literacy learning, experiences, and texts to comprehend and compose meaningful texts.



- 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

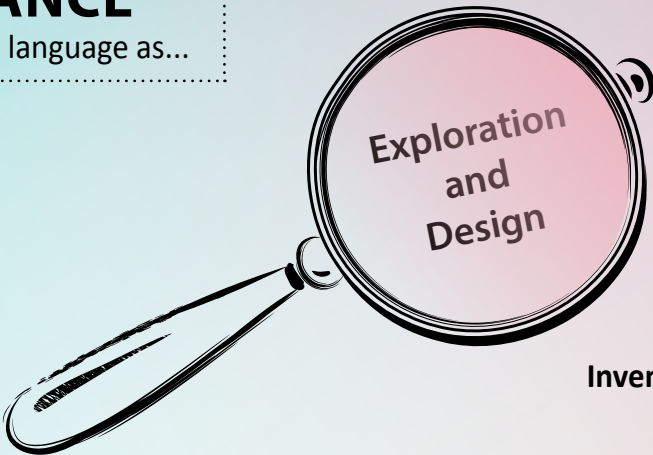
In order for learners to participate fully, they need opportunities to investigate, understand, and apply the ways in which language works. Such opportunities would include exploring the patterns, relationships, and conventions that are important for communication and meaning-making: decoding and coding,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



- 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

ANGLAIS
AT A GLANCE
The practice of using language as...



- 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

- 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

Grade band 4 learners are

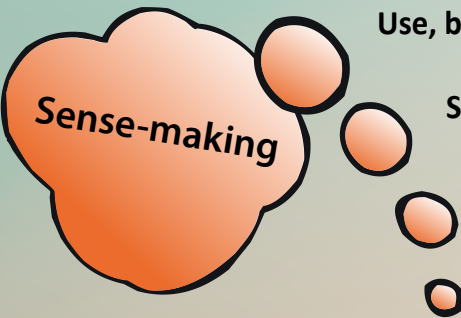
- exploring designs, considering context, purpose and audience
- participating in community learning to explore ideas and deepen thinking
- discussing the choices of the text creator

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



- 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

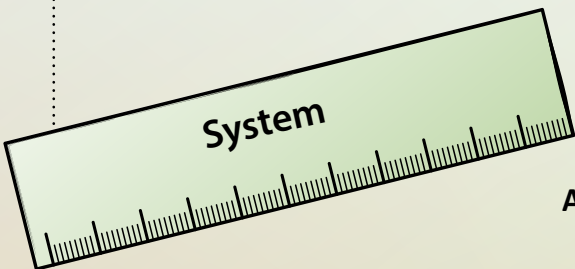
- demonstrating an understanding of texts
- using knowledge of texts and self to make decisions
- using a variety of strategies to understand and create texts
- choosing how to communicate ideas for purpose and audience
- understanding that making sense of texts requires focus
- beginning to use a repertoire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



- 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 punctuation) 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