

What is the Structure of the Anglais Curriculum?

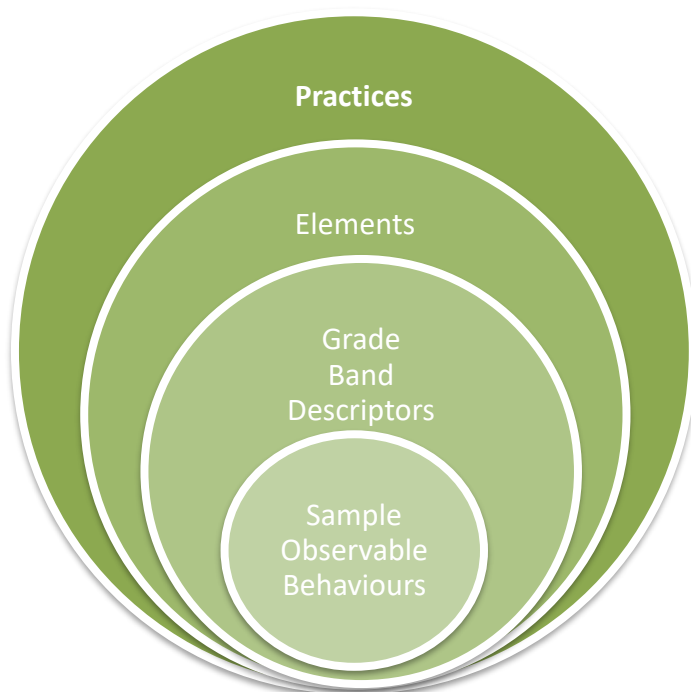
What is the Structure of the Anglais Curriculum?

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.

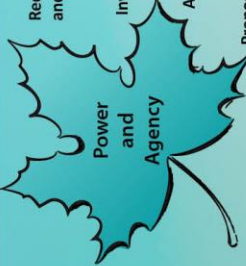
Descriptors also help teachers plan for intentional teaching and learning within rich learning experiences. The language of descriptors (e.g., learners are using . . . or learners are responding . . .) suggests that these enactments are a process that occurs over the course of the grade band from emerging 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

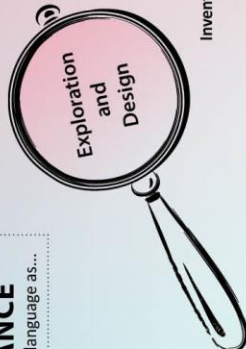
Recognize and analyze inequities and viewpoints, and bias in ideas and texts

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

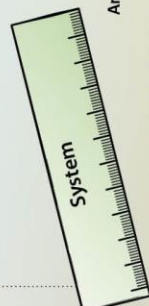
Research and analyze topics and ideas

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...



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

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

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

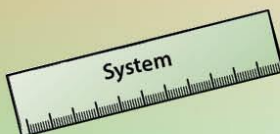
Select from and use a variety of strategies for a specific purpose

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

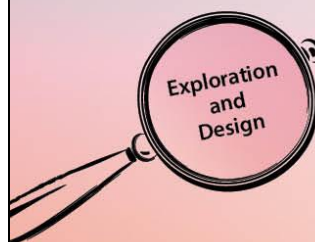
Investigate complex moral, cultural and ethical issues and conflicts

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

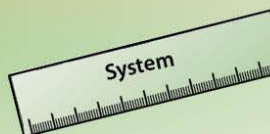
Select from and use a variety of strategies for a specific purpose

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

