



Ici on parle français – PD grants for FSL teachers

Subject Specific and Sequence

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What We Did

Each teacher reviewed the specific FI courses they teach and considered their main goals, language goals the course supported and how they might fit in the overall program. Through sharing, an overall scope was created for the first time to map how the individual (especially subject specific) courses support the language and thematic goals.



What We Learned

The grade courses had much more similarity and common outcomes than previously considered. These also align with non-French Immersion courses and can be used for cross-curricular work to develop overall emphases for each grade. For example. Grade 9 in Drama and French Immersion are very personal focussed. Scenarios, topics, language concepts (e.g. reflexive) all support discussion of personally relevant scenarios. This overlaps with non-French Immersion courses (e.g. Religion), which also have a very personal/individual focus. Similarities progressed through the grades (e.g. Grade 10 - broadening to the personal interacting with the community/ nation as students engaged in civics and history of their local, provincial and national communities). Grade 11 had a more international and historical flavour, well suited to include HRT3M1 in the French Immersion program, and both Grade 12 courses stressed the skills of personal response to academic research on current issues.



How We Shared Our Learning With Others

An all-purpose presentation of scope was created, keeping it open-ended to be able to share with colleagues, newly hired teachers perhaps only teaching 1 course, parents and curriculum support people. This leaves us much more supported in being able to discuss the program as a whole.



Links to Our Work

[Secondary French Immersion Scope and Sequence Presentation](#)



Any Next Steps We Have To Continue Our Learning

In the course of conversations, resource gaps were identified and selected for next year. These will become the focus of our ongoing collaboration as we integrate more Indigenous literature and community content, more contemporary issues (e.g. climate crisis), and more current faith-based resources (YouCat). Now that we know better what our colleagues' goals are, we hope to be able to be more supportive in flagging contemporary resources.