

Appendix B

Curriculum Integration: Intensive Core French

Intensive Core French

Intensive Core French is an enhanced form of Core French in which students receive three to four times the number of hours usually devoted to Core French at the grade six level.

Intensive Core French is not French Immersion. Like French Immersion programs, the target language is used as the means of communication in the classroom. However, while French Immersion focuses on the learning of subject matter (content), Intensive Core French focuses on language learning. Any learning of content in Intensive Core French is incidental.

In order to accommodate Intensive Core French, the school year is reorganized. The intensive period is scheduled between September and January with students completing part of the prescribed program, and in February to June students complete the remainder of the prescribed Grade 6 curriculum.

The amount of time that students spend in the intensive setting may vary from 60% to 80% of the school day. It follows that if students are spending an increased amount of time studying French, the amount of time spent in other subject areas must be decreased. Therefore other prescribed curriculum areas at Grade 6 are compacted to enable students to achieve the outcomes of all prescribed Grade 6 subject areas.

Curriculum Integration

This section is under revision.

Administrative Issues in Curriculum Integration

The successful implementation of an Intensive Core French program requires planning and organization. It involves two main components: a modification of the schedule and a reorganization of the prescribed curriculum.

The challenge to administrators implementing Intensive Core French is to ensure the attainment of the prescribed outcomes for Grade 6. This is accomplished by a significant reorganization of the curriculum.

Time allocated to Intensive Core French

The percentage of the school day devoted to Intensive Core French is an important factor. It is generally accepted that a minimum allocation of sixty percent is required to realize the benefits of Intensive Core French. The organization of Intensive French is dependant on a number of factors including scheduling, teacher availability and expertise, parental interest, and school level support.

The inclusion of Intensive Core French in a school program builds on and enhances a well-established Core French program. Its implementation must not have a detrimental effect on the Core French program available to most students in a school.

Staffing

It is advisable to have as few teachers as possible involved in the delivery of the Intensive Core French curriculum. The ideal would be to have a single teacher teaching Intensive Core French from September to January and the remainder of the prescribed Grade 6 curriculum from February to June. In this way, the teacher would have a clear understanding of the outcomes covered in all subject areas and this would facilitate the curriculum compacting.

Teachers involved in curriculum Integration must have an in-depth knowledge of the elementary curriculum and more specifically, the Grade 6 curriculum, the prescribed outcomes and the learning resources. They must understand curriculum integration. Administrators must also understand curriculum integration and the recommended process.

Transfer

Although the focus of Intensive Core French is language development, language is learned in context. In other words, in order to use the French language, students must be involved in situations significant to them in which they have to use the language.

The Intensive Core French program is presented through a series of themes. Through these themes students incidentally learn content from other subjects in the prescribed program. Students bring this incidental knowledge to their other subjects, thus reducing the effort required to learn it. For example, a theme in Intensive Core French is travel. This knowledge is directly applicable to the prescribed curriculum of Grade 6 Social Studies, thus facilitating the achievement of Social Studies outcomes.

Guiding Principles

The following principles of curriculum integration are intended to guide the implementation of an Intensive Core French program in schools.

- Intensive Core French is an enhancement of the regular Core French. Its implementation should not result in less time being allocated to the regular Core French program at Grade 6 and at all other levels.
- Both Core French and Intensive Core French are important second language options. Administrators should promote learning in both Core French and Intensive Core French.
- The school staff, parents and students play a major role in the success of Intensive Core French. They must be implicated in the decision-making process from the start. Administrators should provide information sessions for parents and students on Intensive Core French and the local school council should have a role in the decisions regarding implementation of this option.
- Instructional time in Intensive Core French determines the amount of compacting of the prescribed Grade 6 curriculum. Instructional time should be set before beginning the compacting process.
- Staffing is an important consideration in Intensive Core French. Schools should ensure they respect the minimum allocation of 60% and maintain current levels of instruction in Core French.
- The ideal in Intensive Core French is a single teacher delivering the Grade 6 curriculum. This will greatly facilitate curriculum compacting. In the case of more than one teacher, it is important that curriculum compacting be done collaboratively.

- Professional development is an essential part of the successful implementation of Intensive Core French. Administrators should support professional development opportunities for Intensive Core French teachers.
- Transfer of language arts skills learned in French enables integration of English Language Arts. An independent reading program, such as a novel study, as well as journal writing in English, during the Intensive French period, helps keep students focused on English Language skills and helps achieve English Language Arts outcomes. Extra work should be limited to the independent reading program. To gain the maximum benefits of the intensive experience, students need to focus on the Intensive Core French program.
- Compacting should be done in a formal and systematic manner prior to the commencement of Intensive Core French. Teachers responsible for curriculum compacting should have an in-depth knowledge of the entire Grade 6 English program as well as the Intensive Core French program. They should use provincial curriculum guides, authorized teacher guides and manuals for specific subject areas. Periodic meetings should be held throughout the year to assess progress and monitor or modify compacting plans.
- Curriculum integration anticipates thematic linkages and complementary or similar outcomes. Teachers should organize cross-curricular thematic units whenever possible. This should facilitate compacting and ensure the attainment of prescribed outcomes.
- Students are knowledgeable, have skills and know how. They bring life experiences, prior knowledge, cognitive processes, and factual content to Intensive Core French. In integrating the curriculum, teachers should build their instructional plans to capitalize on these attributes.
- Formal and informal assessments provide useful information to teachers when they are teaching compacted courses.

In curriculum integration each subject in the prescribed Grade 6 curriculum is analysed with respect to the attainment of outcomes. This analysis enables teachers to make instructional decisions to ensure students have the opportunities necessary to attain the prescribed outcomes.

The Curriculum Compacting Process

Three types of curriculum compacting are identified:

- skills compacting (e.g. language arts skills such as spelling, paragraph development, writing process etc.)
- cognitive processes compacting (e.g. comparing, contrasting, drawing inferences, problem solving, analyzing etc.)
- content compacting (e.g. content information in science, social studies, literature etc.)

The following steps are recommended to a teacher or a team of teachers in curriculum compacting:

- Analyze the outcomes of all prescribed Grade 6 curriculum areas.
- Identify linkages and areas of overlap across subject areas.
- Choose a subject area.
- Start with an instructional unit.
- Analyze the outcomes of the unit.
- Answer the following questions:
 - What is important in this unit?
 - Which outcomes for this unit link to other units or courses?
 - What do students know or are able to do? (Some pretesting may be necessary.)
 - What new learning is required?
 - Which activities are likely to achieve the outcomes or develop the skills?
 - Which activities can be omitted?
 - What activities meet outcomes in two subjects or more?
- Repeat this procedure for each subject area to be compacted.
- Keep written records of your plans.
- Re-visit and re-evaluate the plans periodically to assess progress and to make necessary modifications.

Compacting should be a formal process and result in plans to ensure attainment of the outcomes of the prescribed Grade 6 program. These plans may evolve and be refined over time, to address specific situations. Generally, they provide assurance to parents that participation in Intensive Core French is well planned and is likely to be a positive, worthwhile part of their children's schooling.

Sample Timetables

Following are two sample timetables for the implementation of Intensive Core French. The first reflects an allocation of approximately 60% of time to Intensive Core French from September to January and the second reflects an allocation of 80% of class time.

Sample 1

Percentage of Class Time Per Subject Area

Subject	September - January	February - June
French	60%	10%
Mathematics	13%	17%
Health	3%	5%
Religion	3%	4%
Science	6%	10%
Social Studies	5%	8%
Music	6%	6%
Physical Education	4%	4%
Art	0%	6%
Lanaguage Arts	0%	30%

Notes:

- In the above example, students receive approximately 330 hours of French instruction in the school year.
- Although no class time is allocated to English Language Arts or Art from September to January, these subject areas can be integrated from September to June.

Sample 2

Percentage of Class Time per Subject Area

Subject	September - January	February - June
French	80%	10%
Mathematics	14%	18%
Music	3%	9%
Physical Education	3%	3%
Art	0%	5%
Health	0%	5%
Language Arts	0%	26%
Religion	0%	8%
Science	0%	8%
Social Studies	0%	8%

Notes:

- From September to January where no time has been allotted, these subject areas can be integrated from September to June.
- Students receive 418 hours of French instruction over the school year.

Actual percentages in a school are contingent on a number of factors including scheduling, staffing, parental support, and related organizational factors. The instructional time allocations outlined in the Program of Studies, published by the Department of Education, are an essential guide in scheduling.

