

Key consideration	Strategies
<p>Avoiding conflicts for FSL courses:</p> <ul style="list-style-type: none"> <li>Offering French programming in a balanced way is a key to achieving this. Almost all board FI guidelines stress the importance of having multiple daily opportunities to interact in French and having authentic communication.</li> </ul>	<ul style="list-style-type: none"> <li>Placement of FSL courses in other periods/blocks against a compulsory course that has several sections available (i.e., English or math).</li> </ul>
<p>Planning long term for French Immersion courses:</p> <ul style="list-style-type: none"> <li>Planning long term can provide a lifeline to the French program when required.</li> </ul>	<ul style="list-style-type: none"> <li>Plan out every other year to avoid lower enrolment years</li> <li>Offer a “one-off” compulsory course with no needed prerequisite on every other year basis (i.e. Grade 10 Civics and Career Studies, can be populated with students from grades 10-11</li> </ul>
<p>Maintaining the French environment during combined classes:</p> <ul style="list-style-type: none"> <li>Combined classes are never ideal, but there are some tried and true best practices that can result in a more learner-friendly environment for developing French skills and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Avoid splitting classes with their English track counterparts whenever possible (i.e., avoid putting French Canadian History students with English ones).</li> <li>In actual French language classes such as FIF, FEF or FSF, it is better to combine courses by pairing them with their language level grade equivalents than combining them with a different level of instruction.</li> <li>An FIF1D/FIF2D combined class would be preferable over an FSF1P/FIF1D in so far as the standard of French would have too wide a gap in the second example to maintain a French level of instruction that all could follow and learn from most of the time.</li> </ul>
<p>Offering cooperative education:</p> <ul style="list-style-type: none"> <li>As Co-op can be an important part of one’s learning in other disciplines in school and viewed as a key piece of next step planning after secondary school, it should not be overlooked in connection to its power as a FSL option either.</li> </ul>	<ul style="list-style-type: none"> <li>As the co-op placement can vary in credit number, can be offered in grades 11 or 12, and can often have a timetable built around it with one’s other options in one semester or another, co-op offers much flexibility.</li> <li>If not in a bilingual community, placement in one of your board’s elementary FI classrooms might be a more viable option as the language spoken is 50% or more in French.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Co-op paperwork and integration assignments can all be done in French also.</li><li>• Furthermore, adding experiential learning to your French options helps students develop their French skills in an authentic local context in a way a regular classroom cannot. This is a vital piece of FSL as it extends French learning beyond the walls of your school.</li></ul> |
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