

KG – 2 French Immersion Interdisciplinary Program At-A-Glance

What is an interdisciplinary curriculum?

An interdisciplinary curriculum for French Immersion is a means of providing natural connections for students' social, personal and academic learning and development. It begins with French language development, with an emphasis on oral language development, as the foundation for all learning. Children need to be able to negotiate and communicate their understanding in all disciplines with teachers. Students develop and use knowledge and skills to interact with the world around them.

What are Competencies?

Competencies combine outcomes from each subject for the grade level. Reporting to competencies keeps the focus on the knowledge and skills needed by the end of the grade. Students are given many opportunities over the year to develop their knowledge and skills.

Will students learn to read, write and do math with the interdisciplinary curriculum?

Yes. Oral language development is the foundation for learning to read and write. As children engage in contexts (units of study), they develop the oral language needed to read and write the words and phrases they are exposed to. Students will also develop Math knowledge and skills.

How will student's learning progress be reported?

The French Immersion KG-2 teachers assess using the following learning scale:

A - Awareness – In this category, the student is demonstrating attempts to understand concepts. He or she requires continual guidance and frequent reminders at this time.

D - Developing – If your child is identified as *Developing* in Term One, don't panic! It is typical for children to start the year at Developing. It means that they are starting to understand the concepts and to learn the skills of the Critical Learnings (*Apprentissages critiques*), but they need more time or support with some of the skills that have been taught. Later in the year, *Developing* may be a case for concern and the requirement of additional support to the student.

P - Progressing – If your child is identified as *Progressing*, you should be very proud! It means that he/she is demonstrating a consistent understanding of the concept and can do the skills that are expected. He/she meets curricular expectations and requires minimal guidance and occasional reminders. Very few children start school already demonstrating these skills. If your child has achieved *Progressing* at the end of the year, it means that they can do what the curriculum says they should be able to do. It is a very good mark!

R – Readiness – If your child is identified as *Readiness*, that's amazing! Very few students achieve the *Readiness* level. Readiness means that your child is able to demonstrate independently an understanding of concepts and is ready to advance to the next stage. It is a rare and wonderful mark.

Not Applicable (N/A) – If your child has *Not Applicable*, it means that the Critical Learnings (*Apprentissages critiques*) were not taught or not formally assessed during the term. These will be taught later in the year.

The process of assessing, reporting and conferencing has changed from a teacher-directed approach to a collaborative on-going process designed to support and enhance learning.

It should be noted that students in the French Immersion *Kindergarten* program do not receive a progress report during the first term. They will receive a summary of results from the Saskatchewan Early Years Evaluation.

Student Involved Conferencing

Following the first progress report, you and your child will be invited to meet with the classroom teacher for a student involved conference. In addition there will be other opportunities for face to face meetings regarding student progress.

Student involvement in the conference is intended to have students be active participants through some or all of the following:

- Providing students with an opportunity for self-reflection
- Evaluating their performance of curricular outcomes – what a student understands, know and is able to do by sharing samples of work
- Encourages students to be responsible for their learning
- Focus on what is going well and looking for opportunities for improvement or extending learning to deeper level