



Student / Parent Information Handbook

Why Continue in French Immersion?

Continuing French Immersion refers to the continuation of a French Immersion program at the high school level. It's objective is to ensure that competence in French keeps pace with the student's intellectual and general maturity.

Research findings over the years have consistently shown that French Immersion is the most effective method for teaching French to Anglophones where functional bilingualism is the desired goal. In Immersion programs the students "live" all or a significant part of the total school experience in the second language. The students learn in French rather than about French. Secondary Immersion students are taught a minimum of 50% of the regular curriculum in French using French resources. All assignments, written and oral, are completed in French and the language of instruction is French.

By the end of high school, Immersion students approach native-like levels in French listening, comprehension and reading skills, although they are usually distinguishable from Francophones in speaking and writing skills. When students have taken advantage of the opportunity to use their French language skills with Francophones outside of the classroom, even this distinction can disappear.



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Course Offerings

Grade Nine

Compulsory Subjects

- Études catholiques 09
- Sciences naturelles 09
- Mathématiques 09
- Sciences sociales 09
- Français immersion 09

Grade Ten

Compulsory Subjects

- Études catholiques 10
- Histoire 10
- Mathématiques 10–Fondements et Pré-calcul
- Français immersion 10
- Sciences naturelles 10

Elective Subjects

- Mieux-être 10 (Wellness 10)

Grade Eleven

Compulsory Subjects

- Éducation chrétienne 20
- Français immersion 20
- Mathématiques 20–

Fondements and / or

- Mathématiques 20–Pré-calcul

Elective Subjects

- Histoire 20

Grade Twelve

Compulsory Subjects

- Éducation chrétienne 30
- Français immersion 30
- Sciences sociales 30

Elective Subjects

- Mathématiques 30–Fondements
- Mathématiques 30–Pré-calcul

Is Learning a Second Language Important?

The ability to understand and communicate with others and to cope with changing circumstances are required skills for successful living. Students need to be encouraged to study subjects which enhance these skills just as much as those which focus on problem-solving and hypothesis testing. By studying French, they can combine the benefits of both.

Canadians want their children to learn French because:

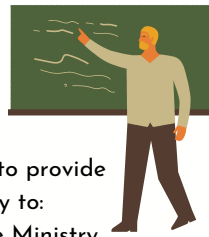
- French opens the door to travel and work in all parts of Canada and in any of the 83 countries around the world where English and/or French are spoken.
- French helps children develop learning skills they can use for the rest of their lives. Researchers say that children who learn a second language have better problem solving skills. They are more flexible thinkers.
- French is a stepping stone to learning other languages, particularly similar languages such as Spanish and Italian.
- Learning a second language improves writing and thinking skills. Students are better equipped to handle abstract ideas - from algebra to theories of history.
- Learning a second language gives our children the chance to develop a wider vision of the world.
- Studies throughout Canada have shown that children who study a second language have enhanced skills in their first language.

Requirements for Bilingual Mention

To meet the requirements for bilingual mention on the transcript of Secondary Level achievement, students are required to complete a minimum of twelve credits taken in French throughout grades 10, 11 and 12. The courses necessary for bilingual mention include three French Language Arts courses (Français immersion 10, 20, 30) as well as three English Language Arts courses (English Language Arts 10 A (or B), 20, 30 A (or B)). The other French credits can be obtained from courses in the remaining areas of study or electives that are taught in French.

NOTE: High Schools may survey for the above mentioned electives. However, the High Schools may not necessarily be able to offer all electives if enrollment numbers are insufficient.

French Immersion Objectives



The French Immersion program is designed to provide non-French speaking students an opportunity to:

- meet all the outcomes established by the Ministry of Education;
- become functionally fluent in French and English;
- recognize Canada's rich ethnic nature and bilingual status within a multicultural mosaic;
- enrich the student's personal culture and foster a greater appreciation of the global village;
- foster the intellectual, physical, emotional, social, spiritual, and creative development of students;
- enable students to pursue further education and careers in either or both languages.



Did you know?

There are more than 377,000 Canadian students currently learning French as a second language through French Immersion programs.

Enrolment in the French Immersion program has grown at a rapid pace. It continues to be a growing program at the national and local levels.

Many more children throughout the world are educated via a second language than are educated exclusively via their mother tongue.

French is spoken by more than 120 million people worldwide. It is an official language in about 30 countries and commonly used in another 12. It is also an official language of the European Economic Community, the United Nations and the International Olympic Committee. French and English are the main languages of diplomacy throughout the world.

How Parents Can Help

Parents early on recognized the necessity of helping creatively with their children's schoolwork. Because so many parents do not speak French, this means that the usual methods do not work. This, of course, has a real additional benefit as any project done in French is decidedly the work of the student, not of an overanxious parent. Parents can still provide the essential help: creating a love of learning; encouraging good study habits; fostering a positive attitude towards school; and cooperating with teachers. Provided here are some ideas to help parents handle the nuts and bolts of assistance.

General Activities

- Communicate with the school regularly to learn as much as possible about the program. If your son or daughter is experiencing difficulty, contact the teacher before the situation results in discouragement and frustration. The teacher can likely make suggestions regarding things which can be done at home. Resources can often be found in English if you would like to know about the concepts being taught.
- Model enthusiasm and a positive attitude towards a second language, the program and the teacher. Remember that your child's success will be affected by your attitude.
- Take advantage of libraries, bookstores and/or friends to access French books, magazine, videos, compact discs and computer software. These may reinforce learning in various subject areas as well as provide an opportunity for discovering new areas of interest.
- Visit historical sites or museums. Those that are federally sponsored will have bilingual descriptors by their displays. Federal and provincial departments have a variety of free bilingual materials available on request.
- Canadian Parents for French promote a variety of activities during the school year and summer vacations to augment the French program in schools.
- Focus on French for 12 months of the year. Take advantage of situations that increase exposure to the French language and culture. There are a variety of programs available.

Listening and Speaking Activities

- Exposure to French television and radio is always valuable. For example, watch the first period of a hockey game together on the French channel. Encourage your son or daughter to watch the news and other programs in French.

Writing Activities

- Encourage purposeful writing. Stories, letters and cards written for aunts, uncles, cousins or grandparents are always appreciated by the recipients and provide an opportunity for creativity.
- A Francophone pen pal in Quebec, New Brunswick or France would provide an opportunity for French language extension and cultural awareness.
- Resource materials that help develop good reading and writing skills include an English/French dictionary geared to the appropriate level, a thesaurus, verb book and dictionary of synonyms and antonyms. A French language atlas is another useful resource.

Homework

- Parents can always help with mathematics and number concepts as they are the same in both languages.
- Ask leading questions when discussing an assignment: What does that mean? What does the teacher expect you to do?
- Stress that research and writing be done in the French language. Translating assignments from English to French is not recommended.

For parents and students

- This website has over 60 links to help you and your child: <http://french.about.com/od/francophonie/a/free-french-apps.htm>
- Free for parents who would like to learn French: Duolingo
- Best French apps for Android: <http://www.androidauthority.com/best-android-apps-learning-french-95529/>



Frequently Asked Questions

1. Why is it necessary for students to continue in French Immersion through junior and senior high school.

During the early years of an immersion program, students develop a basic competence in the French language. However, this skill will deteriorate if its use is greatly decreased. Continuing immersion is necessary to maintain the level of French language skills already achieved and to expand the student's general competence in the language in keeping with his or her increasing maturity.

2. After several years in immersion, isn't my son or daughter already "bilingual"?

To some parents, a young person who has been in an immersion program seems quite comfortable in French. As a student prepares for junior or senior high school, it is important to remember the family's original objective for enrolling their son or daughter in a French Immersion program. Formal and informal enquiries suggest the immersion program was usually chosen so that, regardless of the career selected, the student will eventually be able to compete in a bilingual workplace. While immersion students, even in Grade 10, achieve high scores on French reading and listening comprehension tests, their speaking and writing scores are less satisfactory and show weaknesses in grammar. Students' self-evaluations support these views. If the objective is fluency in French for career or personal reasons, it is essential to work on French through high school.

3. How much French should a good continuing immersion program offer?

After more than three decades of French Immersion experience in Canada, researchers generally agree that 50 percent of studies at the secondary level must be in French to further develop a student's skills. Students must include some French studies in every year during high school so that proficiency does not diminish.

4. How will colleges, universities and future employers know that students have completed part of their education in French?

Regina Catholic Schools and the Ministry of Education clearly identify courses taken in French on all student transcripts. Students are also given a bilingual certificate for completing a predetermined number of courses in French. The bilingual certificate has been identified as a strong motivating factor for students who remain in an immersion program.

5. What comes after continuing immersion?

According to tests such as the Foreign Service Exams, continuing immersion graduates are bilingual, capable of functioning in most social, travel and work situations. Bilingual graduates are more likely to qualify for jobs in government, business, tourism, retail and travel services.

6. What about continuing French at the post-secondary level?

Several Canadian universities are responding to the demand for courses taught in French in a variety of subject areas. Students need to determine whether the post-secondary institutions they are considering offer courses taught in French and in their area of interest. The learning process never really ends. Immersion graduates can continue to maintain their French language skills through higher education, continuing adult education and, of course, regular use of French in everyday situations.

7. Who teaches the program?

A bilingual teacher whose first language is French or who has acquired fluency in the French language. There are programs at many universities which train immersion teachers.

8. What type of accent will my son or daughter have?

Standard French vocabulary and structures are taught. A variety of accents exists in all languages; during a school career a student will be exposed to teachers from various parts of the world who are models of well-spoken French.

9. Are extracurricular activities in French necessary?

No, but desirable. Such activities provide other language models for students to copy, demonstrate that French is a living language, and provide an opportunity for students to practice and expand vocabulary in a different context.

10. Where could I find adult courses so I can improve my knowledge of French?

Contact:

- Regina Catholic School Division, Saskatchewan Polytechnic, or La Cité universitaire francophone (University of Regina);
- the Commissioner of Official Languages,
- the Canadian Associations of French in your province;
- Alliance Française, Berlitz school and other private or commercial courses; your local or provincial CPF chapter.

11. What if we are transferred to another district or province?

French immersion is available in most urban centres in Canada and has spread to many smaller school districts. CPF directors, alternates and provincial offices have lists of programs throughout the country, or you can contact your ministry or department of education.

12. How do parents know how well their son or daughter is doing in French Immersion?

Parents are kept informed by the teacher and the school. This may take the form of report cards, teacher/parent conferences, telephone conversations, and notes. Teachers are encouraged to maintain close communication with parents, and in particular, to advise parents immediately should their son or daughter encounter difficulty.

Frequently Asked Questions ... continued

13. If parents don't speak French, how can they help their son or daughter?

Non-French speaking parents can support their children by providing a study area and regular routines for accomplishing homework. Encouraging children through showing an active interest in their learning will help any student. Often it is most helpful to be prepared to hear what the students themselves wish to describe of their day's learning. All schools appreciate the help which some parents are able to give in volunteering in various ways during or after the school day. Parent involvement with their children's education in these ways assist in success at school.

14. Can a student change from French Immersion to the English program?

It is possible to switch from French Immersion to the English program. There will, however, be different implications to consider depending on the grade at which the switch is contemplated. In later grades, switching to the English program will entail an adjustment period for the student.

If the French Immersion program is not meeting the student's needs, the school will advise the parents or guardians of the difficulty. The decision about which program is best for a student will involve discussions between school and home. The final decision rests with the parents.

15. If a child is doing poorly in French Immersion and transfers to the English program, will he/she likely do better?

The evidence would suggest that most students who make the change perform overall at about the same level as they were performing in French Immersion. However, the amount of help that parents can offer may be greater. In many cases it is a comfort to parents and makes the move worthwhile.

16. Are students' English skills affected by participating in a program using French as the language of instruction?

Bilingualism not only gives the individual the ability to communicate in more than one language, but generally results in improved overall communication skills. For example, immersion students often have a better command of English than those who have received their schooling in only one language.

Students with good communication skills are better able to comprehend and interpret the explosion of information which is taking place. Experience with more than one language develops the ability to deal with a variety of media, communication settings and levels of language.

17. Do immersion students studying subjects like Science or Mathematics in French learn them as well as if they were taught in English?

The results have consistently demonstrated that when immersion students are taught subjects like Mathematics or Science in French, when tested either in English or French, the results are the same. These students perform as well as their English-only counterparts.

18. Is there a relationship between cognitive development (as measured by standardized IQ tests) and academic success in immersion programs?

Even today, there are many people in Canada who believe French Immersion is for children of above-average intelligence. They believe that less-able students cannot successfully meet the challenge of mastering French and learning other subjects in that language.

Fred Geneese (1976) tested above- and below-average students in early and late-immersion programs. On academic tests like reading and writing skills the results were as expected.

The above-average students scored better than below-average students. However, IQ seemed to have little bearing on the students' ability to understand and to speak French. Below-average students scored as well as above-average students on oral production tests and were just as able to communicate in interpersonal situations. Fred Geneese's conclusions were:

- 1) IQ does not play a more significant role in the Immersion program than in the regular English program as far as success in school is concerned; and
- 2) The below-average students are not more disadvantaged in an immersion program than they would be in a regular English program.

James Cummins (1987) has done extensive research and surveys of all research on French Immersion. In his Parents' Information Booklet, prepared for the Grey County Board of Education, he provides the following observations:

"Research to date provides no evidence that success in a French Immersion program is necessarily correlated with high intelligence or the absence of learning disability. There has been no evidence that French Immersion programs negatively affect students' intellectual, creative, emotional or social development. Evaluations have shown that students in a French Immersion program can succeed in a unilingual as well as bilingual environment.

Studies by Ronald Trites and Maggie Bruck disagree over whether students experiencing difficulties in French Immersion (1981) program should transfer out. Parents should not assume that these students would necessarily be better off in a regular program."

Learning Resource Program

Parents often inquire about learning resource programs for students who require additional learning support at the high school level. Recent reports indicate that French Immersion classrooms are more inclusive to a broader spectrum of learners and parents are choosing to retain their children in FSL programs. Many learning resource students can and do achieve well in French Immersion with the collaboration of the learning resource teacher, classroom teacher and supportive families.

French learning resource program supports are available for all Regina Catholic French Immersion students at the high school level. Please contact the high school for additional information about the French Immersion High School Learning Resource Program.

Yes! Students can continue in French...

Immersion post-secondary programs in Western Canada



In April 1981 the CPF National Newsletter stated, "With 50,000 children now in immersion French programs alone, mostly in the elementary grades, it is clear that our universities are not equipped to provide a continuing bilingual education when those students graduate from high school." Thus a major multi-year CPF campaign was launched to improve French language opportunities in universities across the country.

Today (with more than 328,000 in immersion) there are many opportunities to continue studying in French after Grade 12. A diverse range of courses and programs, as well as financial and academic supports, is now available. As the following four articles attest, Alberta students can stay right here in western Canada to continue their "immersion" education. There are many opportunities to continue studying in French after grade 12. Many courses and programs, as well as financial and academic supports, are available... and are available right here in western Canada.

University of Regina - Regina

The Baccalauréat en Education Program (BAC) offers elementary and secondary four-year programs to prepare prospective teachers for Francophone and French immersion schools. Elementary and Secondary After Degree (BEAD) two-year programs are also available.

Additional University of Regina programs include:

- Bachelor of Francophone Studies
- Bachelor of Arts in French
- Certificate in French as a Second Language
- Master's in French Education
- Master of French

Institut français - University of Regina

The Institut français offers a wide range of French programs, services and activities. The Institut directs and supports research projects related to Francophones in minority situations, as well as unique university-community initiatives that contribute to the development of the Fransaskois community.

The Institut provides:

- Academic advising
- Counselling services
- Exchange opportunities within Canada and abroad
- French tutoring
- Internship, job search services and mentorship options
- Scholarships, bursaries and financial support

Campus Saint-Jean - Edmonton Campus Saint-Jean (CSJ) is not only the French language faculty of the University of Alberta, but also a cultural centre and a community of Canadian diversity. CSJ is situated on its very own campus in the heart of the Francophones in Edmonton.

At the undergraduate level, programs include arts, science, education,



business, nursing, environmental and conservation sciences, and engineering. At the master's level, programs are offered in arts and education.

University of Calgary - Calgary

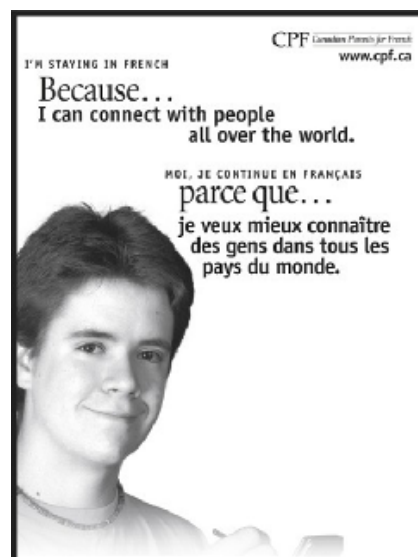
At an academic level, the French Language Instruction Program (FLIP) allows students to complete part of their degrees by taking credit courses taught in French. Those courses can be found in a diversity of departments such as Geography, Physics, Economy or Music.

A FLIP course can also help to complete a Minor or a Major with the Department of French, Italian and Spanish.

Simon Fraser University - Vancouver

In the French Cohort Program (FCP), students study Political Science and French, with the majority of classes taught in French. FCP students study Political Science with a concentration in public administration and community services in French. This allows students the option of majoring in Political Science or French while keeping the other as an extended minor, or majoring in both.

The four-year Bachelor of Arts program also integrates a study abroad program into the third year, when students are sent to partner universities, located in francophone cities, specializing in the field of Political Science. Partner cities include Québec, Montréal, Paris, Strasbourg, Bordeaux and Louvain-la-Neuve, to name a few.



For more information, contact:

CPF Canadian Parents for French
Saskatchewan Branch

303-115, 2nd Avenue North
Saskatoon, Saskatchewan
S7K 2B1

Toll Free in SK: 1-800-561-6151
cpfsask@sasktel.net
www.cpfask.com

Other Immersion Opportunities



Allons en France

The National office of Canadian Parents for French (CPF), along with the Embassy of France, hosts a contest for students in grade 11 and 12. The winners are awarded with a ten-day trip to France to experience everything the culture has to offer. Criteria for the contest changes from year to year. To learn more, go to www.cpf.ca.

Senate Page Program

Pages are full-time students who work part-time at the Parliament in Ottawa while completing their studies. They are regionally selected students who attend post-secondary institutions within the National Capital Region. The positions include a salary that completely covers tuition and living expenses for the duration of the program.

More information is available at <http://www.parl.gc.ca/employment/senate/pageprogram/senpages-e.htm>.

Student Guide Program

This unique opportunity for post-secondary students within any discipline would allow students to be a tour guide in France. Applicants must be bilingual and have experience working as a historic sites/museum interpretation, or as a guide-interpreter. Students would work as a guide at either the Canadian National Vimy Memorial or the Beaumont-Hamel Newfoundland Memorial.

The program is organized by Veterans Affairs Canada as part of their efforts to maintain youth awareness of the nation's military history.

For more information, check out <http://www.veterans.gc.ca/eng/studentguide>.

Bursaries

Canadian Parents for French - Saskatchewan (CPF-SK) awards \$500 bursaries to two students who have finished French 30 or a Type B Immersion Program in a Saskatchewan high school, and who are registered full-time in their first year at the Baccalauréat en Éducation française or in the Certificate in French as a Second Language Program. These bursaries, administered by the Institut français at the University of Regina, are distributed once a year. Applications are available at the Institut français.

More information is available at <http://www.parl.gc.ca/employment/senate/pageprogram/senpages-e.htm>.

For more information, contact:

CPF *Canadian Parents for French*
Saskatchewan Branch

303-115, 2nd Avenue North
Saskatoon, Saskatchewan
S7K 2B1

Toll Free in SK: 1-800-561-6151 cpfsask@sasktel.net
www.cpfask.com

Information and Resources

Directions des communications

Office of the Commissioner
Official Languages
30 Victoria Street, 6th Floor
Gatineau, QC K1A 0T8
Tel: (819) 420-4877
Fax: (819) 420-4873
(Free publications, posters, games and videos)

Francophone Affairs Branch

300-3085 Albert Street
Regina, SK S4S 0B1
Tel: (306) 787-1776
Fax: (306) 787-1987
(Information on available French services in government)

Canadian Parents for French

115 2nd Ave N
Saskatoon, SK S7K 2B1
Tel: (306) 244-6151
Fax: (306) 244-8872
(Second language programs, publications and resources for parents)

L'assemblée communautaire fransaskoise

215 - 1440 9th Ave N
Regina, SK S4R 8B1
Tel: (306) 569-1912
Fax: (306) 781-7916
(Information about the French community in Saskatchewan)

L'Association canadienne française de Regina

100 - 3850 Hillsdale Street
Regina, SK S4S 7J5
Tel: (306) 566-6020
Fax: (306) 569-2402
(Cards, videos, French material, dictionaries)

Regina Public Library

2311 - 12th Avenue
Regina, SK S4P 3Z5
Tel: (306) 777-6000
(Collection of French books, compact discs and magazines)

Québec Loisirs Inc. (Book Club)

C.P. 2600
Succ. St-Laurent
Ville St-Laurent, Québec H4L 5H4
(Books, cassettes, C.D.s, videos and dictionaries)

L'eau vive (Saskatchewan's weekly newspaper)

Les publications Fransaskoises Ltée.
210 - 1440 9th Ave N
Regina, SK S4R 8B1
Tel: (306) 347-0481
Fax: (306) 565-3450

La Société historique de la Saskatchewan

215 - 1440 9th Ave N
Regina, SK S4R 8B1
(Material on history of Saskatchewan's francophones)

Le Conseil culturel fransaskois

216 - 1440 9th Ave N
Regina, SK S4R 8B1
Tel: (306) 565-8916
Fax: (306) 565-2922

L'Association des juristes

219 - 1440 9th Ave N
Regina, SK S4R 8B1
Tel: (306) 924-8543
Fax: (306) 781-7916
(Information pertaining to the justice system)

Le Conseil de la coopération de la Saskatchewan

205 - 1440 9th Ave N
Regina, SK S4R 8B1
Tel: (306) 566-6000
Fax: (306) 757-4322

French Television and Radio

97.5 FM (Société Radio Canada)
Cable 3 (Société Radio Canada)
Cable 25 RDI, Cable 26 TV5, Cable 27 TVA

Catalogues/documents
of national films, The Bay, Banks can be requested in French.