



## Core French: What's New?

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To align the goals of the redesigned Core French curriculum and the big ideas and learning standards, the curriculum takes an integrated approach to language acquisition. No component of the curriculum exists in isolation; instead, they are linked and interconnected.

In the redesigned Core French curriculum, culture is seen as a vehicle for acquiring deeper understanding of the language, of others, and of oneself, instead of just being something to learn about. Culture is woven through the entire curriculum.

Also woven through the curriculum are the [First Peoples Principles of Learning](#), which were developed with First Peoples educators and community members and affirmed within First Peoples societies to guide the teaching and learning of provincial curricula. The First Peoples Principles of Learning not only honour British Columbia's First Peoples and their perspectives on pedagogy, but also lend themselves well to the learning of a second language, since they promote experiential and reflexive learning, as well as self-advocacy and personal accountability in students.

The redesigned Core French curriculum retains the following important elements of the existing curriculum:

- the development of all of the language competencies — reading, writing, listening, speaking and interacting
- the use of authentic documents and tasks to support the development of communication skills
- the notion that acquiring French includes learning about Francophone culture

In addition, many of the skills and competencies of the “can do” statements from the 2011 draft curriculum, which was based on the philosophies and principles in the Common European Framework of Reference (CEFR), have been woven into the Curricular Competencies of redesigned Core French curriculum.