

# **CRITICAL CURRICULUM PLAN: GRADE 9 ACADEMIC FRENCH**

Reinforcing Identities, Surpassing  
Stereotypes



By Janice Fu

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# SCHOOL, CLASSROOM AND LEARNER CONTEXT

Educational Institute: Ontario Public High School in **Scarborough, Canada**

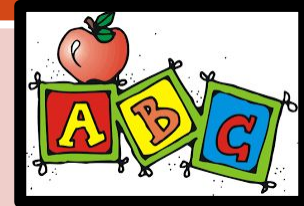
## Scarborough Community Demographics (Statcan, 2016)

- Majority immigrants or descendant of immigrants of visible minorities
- Mostly from Asia (China, India, Philippines, Sri Lanka), Africa and Europe
- Mix of lower and middle class families, few upper-class
- High population of youth and young adults
- Around half population, mother tongue  $\neq$  English
- Language spoken most at home = English

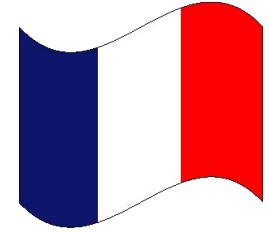


## Classroom Context

- Grade 9 Academic Core French (FSF1D1) - **Mandatory in Grade 9**
- Semestered public high school
- 75 mins classes, around 30 students per class
- Generic first French Gr. 9 Unit: Moi-même (Myself)



# SCHOOL, CLASSROOM AND LEARNER CONTEXT



Grade: 9 Academic Core French (FSF1D1)

## Student Profiles

- 14-15 years old
- Some in Arts program at school
- Many visible minorities (African, Chinese, Indian, European, Filipino, Sri Lankan)
- Mix of 1<sup>st</sup> and 2<sup>nd</sup> generation immigrants, Canadian-born
- Fluent in English
- English spoken at home + non-English mother tongue

## Student French Abilities

- Mixed abilities (some better in oral, some better in written)
- Most students abilities in A2, working towards B1 in the CEFRL (*see next slide*)
- Most able uphold basic French conversation
- Developing French grammar abilities
- Shyness and passivity in answering questions
- Mix level of motivation
  - Some enjoy French
  - Some see it as credit to complete



# SCHOOL, CLASSROOM AND LEARNER CONTEXT

## Common European Framework of Reference for Languages (CEFRL)

PROFICIENT USER	C2	Can understand with ease virtually everything heard and read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help

Working towards here (B1)

Most students are here (A2)

CEFRL chart from [Learn Real French Now](#)



# PROBLEM(S) ADDRESSED



## Problems Among Students and Why

- Clique-y in their cultural and racial groups
  - Mostly due to new high school environment
  - Established comfort with similar looking others
- Many see themselves defined by the 'ghetto' as that is what Scarborough is often referred due to its higher crime-rate and drug-related activity
- Students struggle with their own identity due to pressure of fitting in in high school

## Purpose of the Curriculum Plan

- Allow students to explore their **multiple identities** to construct their own concept of self, to **refute predisposed ideas of the self and others**, and to **compare** their identity facets with their peers to **recognize similarities** and **respect uniqueness in differences**



# BIG IDEA & INTERSECTIONALITY

## Reinforcing Identities and Surpassing Stereotypes



### Intersectionality Aspects

- Intersectionality of elements of second inner circle (race, language, religion, gender, class, skin colour, social status, family)
- Unique circumstances of identity



# GUIDING QUESTION & GOALS

## What defines who we are?



### Learning Goals:

- Understand and engage the multiple identities (race, gender, religion, class, language, etc) that impact who we are
- Gain a respect for others that have different histories and characteristics from ourselves
- Demonstrate attributes and behaviours that promote social justice, such as empathizing, embracing diversity, and deconstructing stereotypes (cultural, racial and gender)





# ELEMENTS OF SOCIAL JUSTICE CURRICULUM

## Main Focuses of Picower (2012)

- **Element One: Self Love and Knowledge**
  - Students learn and examine elements of their own identity (culture, religion, gender, etc) and their personal history
- **Element Two: Respect for Others**
  - Students share elements of their identity and make connections and deconstruct stereotypes of others and themselves



# CURRICULUM EXPECTATIONS: FSF1D (Grade 9 Academic French)

Please refer to the [Ontario FSL Curriculum](#) document for specific details on expectations outlined (p. 58-72)

Listening	Speaking
<p>A1: Listening to Understand</p> <ul style="list-style-type: none"><li>A1.1: Using listening Comprehension Strategies</li><li>A1.2: Demonstrating Understanding</li></ul> <p>A2: Listening to Interact</p> <ul style="list-style-type: none"><li>A2.1 Using interactive listening strategies</li><li>A2.2 Interacting</li></ul>	<p>B1. Speaking to Communicate</p> <ul style="list-style-type: none"><li>B1.1 Using Oral Communication Strategies</li><li>B1.2 Producing Oral Communications</li><li>B1.3 Speaking with Fluency</li><li>B1.4 Applying Language Structures</li></ul> <p>B2. Speaking to Interact</p> <ul style="list-style-type: none"><li>B2.1 Using Speaking Interaction Strategies</li><li>B2.2 Interacting</li><li>B2.3 Metacognition</li></ul>



# CURRICULUM EXPECTATIONS: FSF1D (Grade 9 Academic French)

Please refer to the [Ontario FSL Curriculum](#) document for specific details on Grade 9 Academic Core French expectations outlined (p. 58-72)

Reading	Writing
<ul style="list-style-type: none"><li>C1. Reading Comprehension<ul style="list-style-type: none"><li>C1.1 Using Reading Comprehension Strategies</li><li>C1.2 Reading for Meaning</li><li>C1.3 Reading with Fluency</li><li>C1.4 Developing Vocabulary</li></ul></li><li>C2. Purpose, Form, and Style<ul style="list-style-type: none"><li>C2.1 Purposes and Characteristics of Text Forms</li><li>C2.2 Text Features and Elements of Style</li></ul></li></ul>	<ul style="list-style-type: none"><li>D1. Purpose, Audience, and Form<ul style="list-style-type: none"><li>D1.1 Identifying Purpose and Audience</li><li>D1.2 Writing in a Variety of Forms</li><li>D1.3 Applying Language Structures</li></ul></li><li>D2. The Writing Process<ul style="list-style-type: none"><li>D2.1. Generating, Developing, and Organizing Content</li><li>D2.2 Drafting and Revising</li><li>D2.3 Producing Finished Work</li><li>D2.4 Metacognition</li></ul></li></ul>



# INTERDISCIPLINARY EXPECTATIONS

Please refer to the Grade 9 Section in the [Ontario Art Curriculum](#) (p.65-80 & p. 117-132) and the [Ontario Canadian/World Studies Curriculum](#) (p. 69-86) for specific details on expectations outlined

## Art (Grade 9)

### A1. The Creative Process

A1.1 Use variety of strategies to generate ideas and plans

A1.2 Use exploration/experimentation, reflection, and revision

### A2. The Elements and Principles of Design

A2.2 Apply elements and principles of design to create art that communicate ideas and information

### A3. Production and Presentation

A3.1 Explore and experiment with variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works

### B1. The Critical Analysis Process

B1.1 Identify and describe initial reactions to a variety of art works

### B2. Art, Society, and Values

B2.3 Identify ways in which creating and/or analyzing art works has affected their personal identity and values

# INTERDISCIPLINARY EXPECTATIONS

Please refer to the Grade 9 Section in the [Ontario Art Curriculum](#) (p.65-80 & p. 117-132) and the [Ontario Canadian/World Studies Curriculum](#) (p. 69-86) for specific details on expectations outlined

## Drama (Grade 9)

### A1. The Creative Process

A1.3 Use role play to explore, develop and represent themes, ideas, characters, feelings, and beliefs in producing drama works.

### A2. Elements and Conventions

A2.1 Use the elements of drama to suit an identified purpose and form in drama presentations

A2.2 Use a variety of conventions to develop character and shape the action in ensemble drama presentations

### A3. Presentation Techniques and Technologies

A3.2 Use a variety of expressive voice and movement techniques to suppose the depiction of character



# INTERDISCIPLINARY EXPECTATIONS

Please refer to the Grade 9 Section in the [Ontario Art Curriculum](#) (p.65-80 & p. 117-132) and the [Ontario Canadian/World Studies Curriculum](#) (p. 69-86) for specific details on expectations outlined

## Geography/History (Grade 9)

### B1.The Physical Environment and Human Activities

B1.1 Analyse environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada's natural environment, and explain how these ideas/beliefs affect the use and protection of Canada's natural assets

### D3. Demographic Patterns and Trends

D3.4 compare settlement and population characteristics of selected communities in Canada with those in other parts of the country and the world



# LEARNING OPPORTUNITIES



# LEARNING OPPORTUNITIES: A

## **What's in a Name?** (Connections to Art)

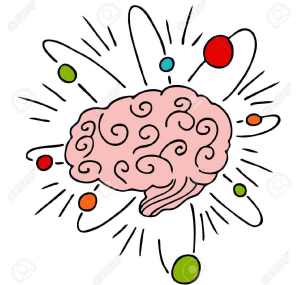
Purpose (*connecting back to Big Idea/Guiding Question*):

- Stimulate thoughts about own names and how names shape our identities
- Appreciate cultural diversity in classroom
- Foster empathy and inclusivity
- Raise awareness of stereotypes that names can bring

### French Knowledge Prerequisites :

*(what needs to be taught/reviewed for success in activities)*

- Present tense
- Adjectives of emotions
- Commonly used verbs (ie. *être, avoir, venir, aller, mettre, savoir, voir*)
- Responding to questions in French





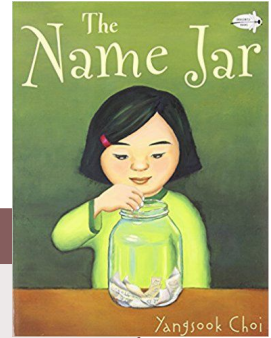
# LEARNING OPPORTUNITIES: A (Cont'd)

## What's in a Name? (Connections to Art)

### Activity #1: Reading of *The Name Jar* translated in French (*Le pot de noms*)

- Guided Reading and Discussion

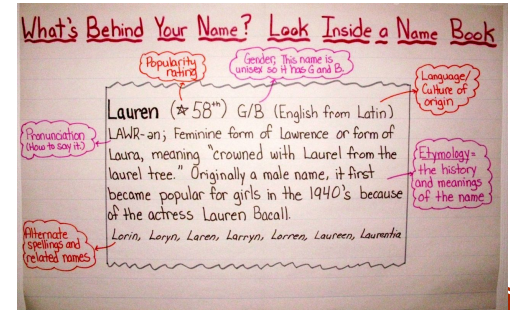
Pre-reading	Post-reading
<ul style="list-style-type: none"><li>• How do you feel about your name?</li><li>• What can names reveal about ourselves?</li><li>• What stereotypes can names bring?</li></ul>	<ul style="list-style-type: none"><li>• Would you ever change your name?</li><li>• Do you know what your name means?</li><li>• What are other reasons that someone may be teased?</li><li>• What could you do if you witness bullying?</li></ul>



- **Resources:** *The Name Jar* (in French), vocabulary sheets to aid with reading

### Activity #2: Name Cards

- Students create name cards in French, which include:
  - Their name in English and other languages; pronunciation
  - Etymology, history, origin, interesting facts, nicknames
- Encouraged to speak with their families to understand their name
- Share in groups and post on classroom walls
- **Resources:** Graphic organizer, blank paper, laptops for research



English Example from [Alycia Zimmerman](#)

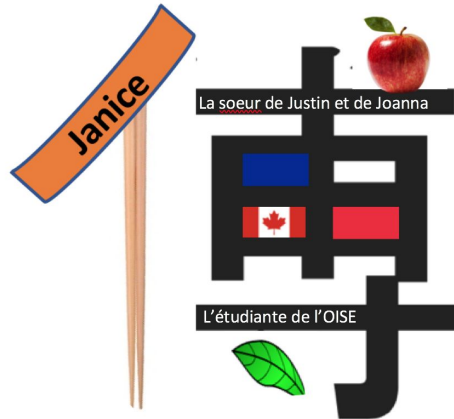
# LEARNING OPPORTUNITIES: A<sub>(Cont'd)</sub>

## What's in a Name? (Connection to Art)

### Activity #3: Name Stamp Creation

- Students design own name stamps (like in *The Name Jar*) using patterns and shapes of various materials that represent them
- Accompanied by written reflection and explanation of their stamp (in French)
- Gallery walk or class presentation
- **Resources:** paper, pencils, pens, magazines, diverse materials (students can bring own too)

*My Name Stamp example:*



# LEARNING OPPORTUNITIES: B

## Plurilingual Family Trees

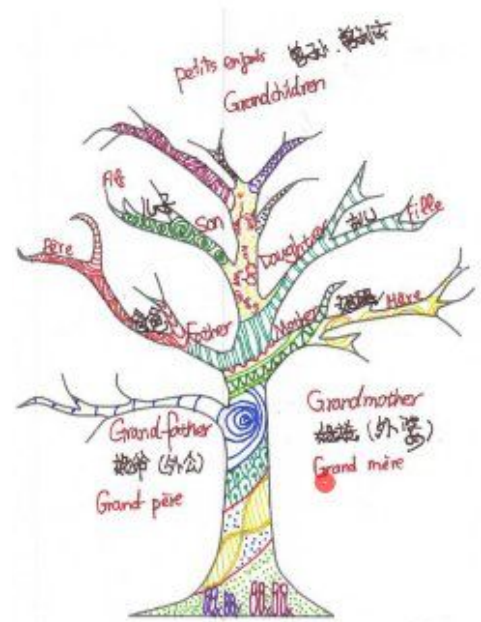
### Purpose:

- Engage in research of our family histories
- Recognize ourselves as plurilingual individuals
- Appreciate different representations of families

French Knowledge Prerequisites: French adjectives, nouns, vocabulary related to jobs and family, possessive adjectives, pronouns

### Activity:

- Students create plurilingual family trees, which include
  - Familial relationships in French and in other languages spoken
  - Countries that family members are from
  - Jobs that family members held
  - Traditions that are/were passed down
- Family trees can be computer-generated or hand-drawn, Presentation



Example from [Marlon Valencia's](#) presentation

**Resources:** laptops, paper, markers, pens, pencils, samples of family trees



# LEARNING OPPORTUNITIES: C

## Storytelling and Culture (Connection to Geography/History and Drama)

### Purpose:

- Examine how stories reflect culture and cultural identity
- Appreciate cultural richness in FNMI story-telling
- Make connections to self, other and the world
- Explore our own cultural stories

### French Knowledge Prerequisites:

- Present tense, past tense
- Transition words (*premièrement, après, puis, mais, cependant...*)
- Reading strategies (*mots-amis, pre-fixes/suffixes*)

### Activity #1: What is Culture?

- Group Mind-mapping and Class discussion
  - How is culture defined? (food, music celebrations, customs, arts etc)
  - What is the culture for you at home, school, classroom, sports teams, etc?
- **Resources:** chart paper and/or online mind-mapping ([Popplet](#), [Mindmup](#), [mindmesiter](#))

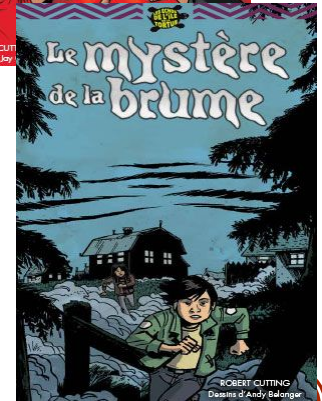
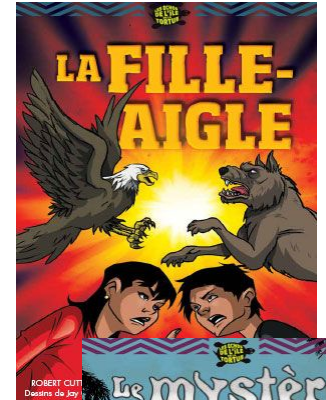


# LEARNING OPPORTUNITIES: C (Cont'd)

## Storytelling and Culture (Connection to Geography/History and Drama)

### Activity #2: Reading(s) from *Les Échos de l'Île de la Tortue*

- Readings of a selected FNMI story from *Les Échos de l'Île de la Tortue*
  - Graphic novels: *La fille aigle* and *Le mystère de la brume*
- Play-reading through role-play of scenes
- **Resources:** selected graphic novels, handouts to accompany reading



Pre-reading	During reading	Post-reading
<ul style="list-style-type: none"><li>• Discussion of FNMI cultures and storytelling</li><li>• Reading strategies</li><li>• Vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Teacher-guided or group-guided reading</li><li>• Role-playing of selected scenes</li></ul>	<ul style="list-style-type: none"><li>• Reading comprehension (after chapters)</li><li>• Class discussion for clarifications and discussion of culture and identity through stories</li></ul>

# LEARNING OPPORTUNITIES: C (Cont'd)

## Storytelling and Culture (Connection to Geography/History and Drama)

### Activity #3: Creation of Own Story

- Students create own story to explore an aspect of their own culture or retell a story that they already know in their culture
- In partners or individually; share stories with their peers
- Students encouraged to interview family members for stories
- **Resources:** story brainstorming template & outline, useful vocab sheets



# LEARNING OPPORTUNITIES: D

## Where I'm From Poem (D'où je viens)

### Purpose:

- Appreciate diversity and multiculturalism
- Apply French language to poetry structures
- Use poetry, figurative language and symbolism to convey identity
- Understand how identity is shaped by specific details

French Knowledge Prerequisites: verb *venir*, adjectives, prepositions (*de, à, en*), conjunctions (*et, mais, ni*), poetry structures (metaphors, similes, imagery)

### Activity:

- Students read and listen to samples of Where I am From Poems (in [English](#) and [French](#))
- Class and/or Group analysis of a French “D'où je viens” poem
  - Figurative language, meaning behind symbolism/imagery
  - Parts of identity revealed about the poet
- Students Create their own “D'où je viens” poem”
  - Students will present their poems; Possibility make into a class identity poem book

**Resources:** [Brainstorm template](#) in French , [Poem Template](#) of “Where I am From” in



# LEARNING OPPORTUNITIES: E

## Bursting Stereotypes

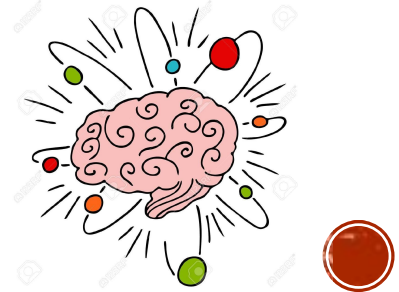
### Purpose:

- Identify stereotypes that affect us
- Challenge perceptions and beliefs about oneself and about others
- Promote tolerance, acceptance and a non-judgemental attitude
- Encourage social awareness about stereotyping and unfair judgements



### French Knowledge Prerequisites:

- Negative forms (*ne...jamais, ne...plus, ne...rien, ne...personne*)
- Expressing opinions (*à mon avis, je pense que, je crois que, etc*)
- Expressing agreement/disagreement (*je (ne) suis (pas) d'accord parce que...*)



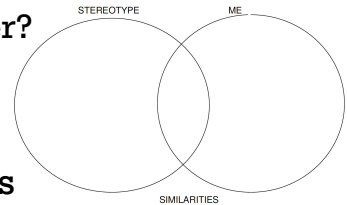


# LEARNING OPPORTUNITIES: E

## Bursting Stereotypes

### Activity #1 Examining Stereotypes and Myself

- Students view video on [stereotypes of French people](#)
  - Listening comprehension + Discussion of stereotypes
- In groups, students examine [various photographs](#) of people from diff. cultures, races, genders, etc, and match stereotype statements with photos
  - ie. Which photo represents an aboriginal person; a drug abuser; a basketball player?
- Venn diagram comparison
  - Students compare stereotypes to themselves to see similarities and differences
- **Resources:** Video, photographs, stereotype statements, Venn diagram handouts



### Activity #2 Stereotype Balloon Burst

- Students write 1-2 stereotypes (in French) that affect them or that they dislike on strips of paper, then each student receives a balloon on which they tape their stereotypes.
- Taking turns, students read their stereotypes and class decides whether to pop the balloon as symbolism of refuting the stereotype(s)
- **Resources:** balloons, strips of paper, sharp tool



# LEARNING OPPORTUNITIES: F

## Multimodal Identity Texts (Connection to Art)

### *Culminating activities of the plan*

#### Purpose:

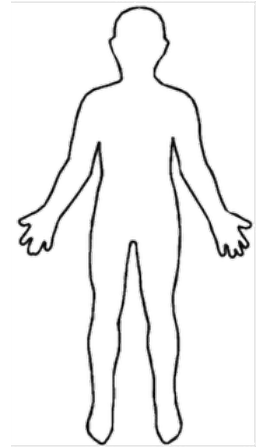
- Reflect on our past (who we were), present (who we are), and future (who we want to be) identities
- Identify facets of personal identity
- Make connections and comparisons to classmates' identity facets

#### French Knowledge Prerequisites:

- present tense, future tense (*futur simple*), past tense
- Verbs (*aller, faire, savoir, voir, prendre, vouloir, pouvoir*)
- Adjectives; Transition words

#### Activity #1 Identity Portraits

- Students brainstorm their own identities through drawing, words, colours on a blank body portrait, and share their body portraits with peers
- **Resources:** large body portrait sheets, colouring materials, samples of portraits



Idea inspired from [Marlon Valencia](#)'s and Andrés Valencia's presentations



# LEARNING OPPORTUNITIES: F

## Multimodal Identity Texts (Connection to Art) *Culminating activities of the plan*



### Activity #2 Multimodal Identity Text

- Students transform and depend their identity portraits into a multimodal identity text
- Identity text can be made through diverse forms (ie. [Flipgrid](#), [Voicethread](#), PowerPoint, [Prezi](#), [Comic Life](#), bristol board presentation, etc)
- Students talk about
  - past, present and future selves
  - culture, language, goals, family, challenges and successes
  - Who they are and who they are not (ie. stereotypes they refute)
- Presented through gallery walk
- Written reflection piece
  - Highlighting similarities and differences between their peers
  - How their self-perception has changed/grew
- **Resources:** Diverse multimedia platforms (teacher need to go over and teach how to use), blank body portraits, craft materials, samples of identity texts if any



# LEARNING OPPORTUNITIES: G

## ***vraisamis*** (Extracurricular Opportunity)

### Purpose:

- Connect French and non-French learners through socializing activities
- Encourage students to take leadership in social justice activity
- Practice French outside classroom

### About:

- Inspired by Steven Van Zoost and his students' [\*realfriends\*](#) project

### Activities:

- Will be largely up to students to plan French social activities (everyone welcomed)
- *Examples :*
  - Ice breakers (speed-dating, musical chairs, human bingo, etc)
  - Moving towards endorsement of common cause (fundraisers, flash mobs, café night, e
  - Mural paintings to represent common cause/idea (Inspired by [\*Andrés Valencia\*](#))



# 4 RESOURCES MODEL OF CRITICAL LITERACY



Based on Luke & Freebody's [Four Resources Model](#)

Text Participant	Code Breaker	Text Analyst	Text User
<ul style="list-style-type: none"><li>• Make meaning with variety of texts (ie. The Name Jar, FNMI graphic novels, Where I'm from poems, etc)</li><li>• Compose texts and create multimodal works (ie. identity texts/portraits, cultural stories, poems, etc)</li></ul>	<ul style="list-style-type: none"><li>• Use reading strategies to understand written texts</li><li>• Understand differences between spoken vs. written texts (ie. dialogue in The Name Jar and in graphic novels)</li></ul>	<ul style="list-style-type: none"><li>• Analyse diverse texts to understand values, interests, and views of writer (ie. Where I am poems, FNMI graphic novels, The Name Jar)</li><li>• Examine stereotypes from photographs and phrases</li><li>• Make connections between texts</li></ul>	<ul style="list-style-type: none"><li>• Understand purpose and language features of different texts (poem, graphic novel, etc)</li><li>• Create texts for specific social purpose (ie. presenting self, educating about own culture, etc)</li></ul>



# LEARNING ASSESSMENTS



## Assessment for Learning (Diagnostic and Formative)

- Exit and entrance cards
- Concept maps in class
- Class discussions
- Teacher observations
  - During pair, group and class discussion/work
- Feedback
  - On work drafts
  - Oral
- Checklists
- Surveys
  - About teacher instruction
  - Students interests/needs
- Strategic questioning
- Polls on class website

## Assessment as Learning (Student assessment of own learning)

- **Daily reflective journals**
  - Students given prompts/sentence starters
  - What they learned, want to learn more of, goals, challenges/successes
  - Daily life/events inside and outside class
  - Make connections to their peers and their work
- Self-assessments
  - rubrics/checklists
- Peer assessment/feedback
  - Responding to student work on class website
  - Student rubrics/checklists
- Student drafts of written work

## Assessment of Learning (Summative)

- Student final products and presentations
  - Multimodal identity texts, Where I am from poems, story creations, family trees, name cards, role-play scenes, etc
  - Assessing French proficiency, communication, language use
- Student written reflection pieces
- Other work is graded for completion

# LEARNING ASSESSMENTS - Examples

**LA CARTE DE SORTIE – les stéréotypes** Nom : \_\_\_\_\_

Qu'est-ce que tu as trouvé intéressant(es) dans cette leçon?

Écris un stéréotype des Français:

Écris un stéréotype de toi que tu réfutes:

Dans cette leçon, je me sens (feel):

Example of Exit Card  
(Assessment for learning)

**Survey – Teacher Evaluation**  
(Please do not write your name, as this is an anonymous survey)

What were 2-3 things you enjoyed during Ms. Fu's teaching?

What is one thing that Ms. Fu can improve on to become a better teacher?

Did you feel more engaged in learning French during the time that Ms. Fu was teaching?  
 YES     NO     Not sure

Do think you will continue taking French after this course? (Circle)    YES / NO

On a scale from 1 – 10, where 1 is **uninterested** and 10 is **very interested**, how much do you currently enjoy studying French? (Circle one)

1   2   3   4   5   6   7   8   9   10

Teacher evaluation for teacher to reflect on teaching (Assessment for learning)

**PEER-EDITING : Création d'une histoire** Nom : \_\_\_\_\_

Donne ta feuille à la personne qui fait les révisions sur ton travail.

Nom de l'éditeur : \_\_\_\_\_

Voici les éléments principaux qui doivent être présents dans le travail. ENCERCLE OUI OU NON. Donne des suggestions à ton partenaire si nécessaire.

Il y a une introduction claire    OUI    NON    Suggestions :

Il y a un point culminant    OUI    NON    Suggestions :

Il y a une description de la séne et des personnages    OUI    NON    Suggestions :

L'usage du temps présent    OUI    NON    Suggestions :

Les 3 temps verbaux sont utilisés correctement    OUI    NON    Suggestions :

Je comprends l'histoire et l'écriture est claire    OUI    NON    Suggestions :

Il y a une conclusion    OUI    NON    Suggestions :

...  
Autres commentaires :

Example of Peer Editing Assessment/Checklist  
(Assessment as learning)

NOTE: The examples are meant to show how the assessments would look like/format!

Présentation orale

Catégories	Niveau 4 (80-100)	Niveau 3 (70-79)	Niveau 2 (60-69)	Niveau 1 (50-59)
<b>Connaissances</b> Usage correct des structures et de langagères	Bonne connaissance de structures et de conventions	Connaissance considérable de structures et de conventions	Certaine connaissance de structures et de conventions	Connaissance de structures de conventions limitée
<b>Pensée critique</b> Les idées sont organisées en séquence logique ( <u>entre à conclusion</u> )	Idées logiques et bien organisées	Idées largement logiques et organisées	Quelques idées logiques et organisées	Idées contradictoires et incohérentes
<b>Les idées sont développées et riches (age réflexion sur les émotions évoquées, les conséquences)</b>	Idées bien développées et riches en détails	Idées assez développées, avec beaucoup de détails	Idées peu développées, avec quelques détails	Idées simples et limitées en détails
<b>Communication</b> Aise de communication ( <u>généralisé usage limité du papier d'aide-mémoire</u> )	Communication avec haut degré de l'aise	Communication avec de l'aise	Communication <u>avec peu</u> de l'aise	Communication avec de l'hésitation
<b>Prononciation</b> ( <u>liaisons, clarté</u> )	Excellente prononciation	Bonne prononciation	Quelques erreurs de prononciation	Beaucoup d'erreurs de prononciation
<b>Application</b> Incorporation de nouveaux points de grammaire et de vocabulaire	Excellente habilité	Très bonne habilité	Quelques habilités	Habilité limitée

Commentaires

Forces : \_\_\_\_\_ À améliorer/Stratégies : \_\_\_\_\_

Example of Presentation Rubric  
(Assessment of learning)

# REMARKS AND LIMITATIONS

## Remarks:

- Curriculum plan can be modified to other FSL grades and courses (academic, applied, open, Core, Immersion and Extended)
- Plan fits well to at beginning of the year, with the unit « Moi-même » (Myself)
- Plan does not need to be implemented daily – can be applied for last 30 minutes or twice a week
- Not all learning opportunities need to be done, nor in the suggested order
- Learning Opportunity F (Identity Texts) meant to use near end of Plan as culminating activities
- Scaffolding and teaching of knowledge prerequisites (as outlined) are needed for success in learning tasks
- Translanguaging between French, English and other languages will be useful (ie. multilingual word walls, brainstorming through mother-tongue languages)



## Limitations:

- As a new teacher, Implementation may be difficult if teachers are not open to change, especially if there are shared assessments in the Gr 9 program with other FSL teachers.. This may become an added effort.
- Plan relates to mostly first two elements of Picower (2012). Students may be interested in issues in diversity and social actions. Teachers can implement additional activities as per student interests/level
- Careful time-management - pick and choose activities to do
- Learning activities/amount of French used may need to be adjusted depending on learners' proficiency





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