CRITICAL CURRICULUM PLAN: GRADE 9 ACADEMIC FRENCH

Reinforcing Identities, Surpassing Stereotypes

By Janice Fu
TABLE OF CONTENTS

1. School, Classroom and Learner Context
2. Problems Addressed
3. Big Idea and Intersectionality
4. Guiding Question and Goals
5. Elements of Social Justice Curriculum
6. Curriculum Expectations
7. Interdisciplinary Expectations
8. Learning Opportunities (A-G)
9. Assessment of Learning (For, As, Of)
10. 4 Resources Model
11. Remarks and Limitations
12. References/Additional Resources
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 ≠ 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)**

<table>
<thead>
<tr>
<th>Student Profiles</th>
<th>Student French Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 14-15 years old</td>
<td>• Mixed abilities (some better in oral, some better in written)</td>
</tr>
<tr>
<td>• Some in Arts program at school</td>
<td>• Most students abilities in A2, working towards B1 in the CEFRL <em>(see next slide)</em></td>
</tr>
<tr>
<td>• Many visible minorities (African, Chinese, Indian, European, Filipino, Sri Lankan)</td>
<td>• Most able uphold basic French conversation</td>
</tr>
<tr>
<td>• Mix of 1st and 2nd generation immigrants, Canadian-born</td>
<td>• Developing French grammar abilities</td>
</tr>
<tr>
<td>• Fluent in English</td>
<td>• Shyness and passivity in answering questions</td>
</tr>
<tr>
<td>• English spoken at home + non-English mother tongue</td>
<td>• Mix level of motivation</td>
</tr>
<tr>
<td></td>
<td>➢ Some enjoy French</td>
</tr>
<tr>
<td></td>
<td>➢ Some see it as credit to complete</td>
</tr>
</tbody>
</table>
SCHOOL, CLASSROOM AND LEARNER CONTEXT

Common European Framework of Reference for Languages (CEFRL)

**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)
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)*

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1: Listening to Understand</strong></td>
<td><strong>B1. Speaking to Communicate</strong></td>
</tr>
<tr>
<td>A1.2: Demonstrating Understanding</td>
<td>B1.2 Producing Oral Communications</td>
</tr>
<tr>
<td><strong>A2: Listening to Interact</strong></td>
<td>B1.3 Speaking with Fluency</td>
</tr>
<tr>
<td>A2.1 Using interactive listening strategies</td>
<td>B1.4 Applying Language Structures</td>
</tr>
<tr>
<td>A2.2 Interacting</td>
<td></td>
</tr>
<tr>
<td><strong>B2. Speaking to Interact</strong></td>
<td></td>
</tr>
<tr>
<td>B2.1 Using Speaking Interaction Strategies</td>
<td><strong>B2.3 Metacognition</strong></td>
</tr>
<tr>
<td>B2.2 Interacting</td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Reading Comprehension</td>
<td>D1. Purpose, Audience, and Form</td>
</tr>
<tr>
<td>C1.1 Using Reading Comprehension Strategies</td>
<td>D1.1 Identifying Purpose and Audience</td>
</tr>
<tr>
<td>C1.2 Reading for Meaning</td>
<td>D1.2 Writing in a Variety of Forms</td>
</tr>
<tr>
<td>C1.3 Reading with Fluency</td>
<td>D1.3 Applying Language Structures</td>
</tr>
<tr>
<td>C1.4 Developing Vocabulary</td>
<td>D2. The Writing Process</td>
</tr>
<tr>
<td>C2. Purpose, Form, and Style</td>
<td>D2.1. Generating, Developing, and Organizing Content</td>
</tr>
<tr>
<td>C2.1 Purposes and Characteristics of Text Forms</td>
<td>D2.2 Drafting and Revising</td>
</tr>
<tr>
<td>C2.2 Text Features and Elements of Style</td>
<td>D2.3 Producing Finished Work</td>
</tr>
<tr>
<td></td>
<td>D2.4 Metacognition</td>
</tr>
</tbody>
</table>
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
### Geography/History (Grade 9)

<table>
<thead>
<tr>
<th><strong>B1. The Physical Environment and Human Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D3. Demographic Patterns and Trends</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D3.4 compare settlement and population characteristics of selected communities in Canada with those in other parts of the country and the world</strong></td>
</tr>
</tbody>
</table>

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.
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: 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

<table>
<thead>
<tr>
<th>Pre-reading</th>
<th>Post-reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you feel about your name?</td>
<td>Would you ever change your name?</td>
</tr>
<tr>
<td>What can names reveal about ourselves?</td>
<td>Do you know what your name means?</td>
</tr>
<tr>
<td>What stereotypes can names bring?</td>
<td>What are other reasons that someone may be teased?</td>
</tr>
<tr>
<td></td>
<td>What could you do if you witness bullying?</td>
</tr>
</tbody>
</table>

- **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

---

**Pre-reading**

- How do you feel about your name?
- What can names reveal about ourselves?
- What stereotypes can names bring?

**Post-reading**

- Would you ever change your name?
- Do you know what your name means?
- What are other reasons that someone may be teased?
- What could you do if you witness bullying?
LEARNING OPPORTUNITIES: A (Cont’d)

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

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

Example from Marlon Valencia’s presentation
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

<table>
<thead>
<tr>
<th>Pre-reading</th>
<th>During reading</th>
<th>Post-reading</th>
</tr>
</thead>
</table>
| • Discussion of FNMI cultures and storytelling  
  • Reading strategies  
  • Vocabulary | • Teacher-guided or group-guided reading  
  • Role-playing of selected scenes | • Reading comprehension (after chapters)  
  • Class discussion for clarifications and discussion of culture and identity through stories |
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, etc), conjunctions (et, mais, ...), 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 different 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: 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, etc)
  - 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

<table>
<thead>
<tr>
<th>Text Participant</th>
<th>Code Breaker</th>
<th>Text Analyst</th>
<th>Text User</th>
</tr>
</thead>
</table>
| • Make meaning with variety of texts (ie. The Name Jar, FNMI graphic novels, Where I’m from poems, etc) | • Use reading strategies to understand written texts  
• Understand differences between spoken vs. written texts (ie. dialogue in The Name Jar and in graphic novels) | • Analyse diverse texts to understand values, interests, and views of writer (ie. Where I am poems, FNMI graphic novels, The Name Jar)  
• Examine stereotypes from photographs and phrases  
• Make connections between texts | • Understand purpose and language features of different texts (poem, graphic novel, etc)  
• Create texts for specific social purpose (ie. presenting self, educating about own culture, etc) |
# 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 final products and presentations

## 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

- Feedback on work drafts
- Oral feedback
- Checklists
- Surveys
  - About teacher instruction
  - Students interests/needs
- Strategic questioning
- Polls on class website

- 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 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

Example of Exit Card
(Assessment for learning)

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

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

Example of Presentation Rubric
(Assessment of learning)

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

General Resources:


Activity Inspirations/Resources:


REFERENCES/ RESOURCES

Assessment Resources:


