

2017-2018

# CORE FRENCH, GRADE 9

Grade 9

Academic

Course of Study



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Course development date: June 1<sup>st</sup> 2015  
Course updated: June 20,<sup>th</sup> 2017  
Updated by: Mr. Abderrahmane Bourdouz

**AS-SADIQ ISLAMIC SCHOOL**  
**Course Outline – Core French, Grade 9 – FSF 1D1**

<b>Course Title :</b> Core French, Grade 9	
<b>Course Code :</b> FSF 1D1	
<b>Course Type :</b> Academic	
<b>Grade :</b> 9	
<b>Credit Value :</b> 1	
<b>Prerequisites:</b> Minimum of 600 hours of French instruction, or equivalent	
<b>Course Developer :</b>  Abderrahmane Bourdouz	<b>Date :</b>  June 30 <sup>th</sup> , 2015
<b>Course Reviser:</b>  Abderrahmane Bourdouz	<b>Revision Date:</b>  June 20, 2017
<b>Curriculum Policy Document:</b> <i>French As a Second Language – Core French, Extended French, and Immersion French, The Ontario Curriculum Grades 9 - 12, 2014</i>	

## **Introduction:**

### **VISION AND GOALS OF THE FRENCH AS A SECOND LANGUAGE CURRICULUM**

All programs in the FSL curriculum at the elementary and secondary levels share a common vision, as follows:

Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

#### **Goals**

In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:

- use French to communicate and interact effectively in a variety of social settings;
- learn about Canada, its two official languages, and other cultures;
- appreciate and acknowledge the interconnectedness and interdependence of the global community;
- be responsible for their own learning, as they work independently and in groups;
- use effective language learning strategies;
- become lifelong language learners for personal growth and for active participation as world citizens.

[Page 6 : The Ontario Curriculum Grades 9 to 12 French as a Second Language CORE FRENCH /2014 Revised]

#### **Course Description**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. (French As a Second Language – Core French, Extended French, and Immersion French, The Ontario Curriculum, Grades 9 - 12, 2014, Pg 58)

## Overview of the course:

Strands	Overall Expectation
A-LISTENING	<p>A1. <b>Listening to Understand:</b> determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p> <p>A2. <b>Listening to Interact:</b> interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p>A3. <b>Intercultural Understanding:</b> demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic convention used in a variety of situations and communities.</p>
B-SPEAKING	<p>B1. <b>Speaking to Communicate:</b> communicate information and ideas orally in French, using a variety of speaking strategies appropriate language structures, and language appropriate to the purpose and audience;</p> <p>B2. <b>Speaking to Interact:</b> participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>B3. <b>Intercultural Understanding:</b> in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>
C-READING	<p>C1. <b>Reading Comprehension:</b> determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p> <p>C2. <b>Purpose, Form, and Style:</b> identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;</p> <p>C3. <b>Intercultural Understanding:</b> demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic convention used in a variety of situations and communities.</p>
D- WRITING	<p>D1. <b>Purpose, Audience, and Form:</b> write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;</p> <p>D2. <b>The Writing Process:</b> use the stages of the writing process – including pre-writing, producing drafts, revising, editing and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;</p> <p>D3. <b>Intercultural Understanding:</b> in their written work, demonstrate an awareness of aspects of culture in diverse French speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>

(French As a Second Language – Core French, Extended French, and Immersion French, The Ontario Curriculum, Grades 9 - 12, 2014, Pg 58-72)

## Outline of Course Content

Unit Title	Unit Description	Approximate Time
<p><b>Unit 1</b></p> <p><b>Une nouvelle ville</b></p>	<p><b>Module A:</b> Students will learn how to introduce themselves, describe themselves and talk about languages they speak.</p> <p><b>Module B:</b> Students will learn how express opinions, their preferences and activities they do in school and in the community.</p> <p><b>Module C:</b> Students will learn how to negotiate with their friends, outings, how to express their desires. They will also explore how to communicate about their capabilities and responsibilities.</p>	<p><b>30 Hours</b></p>
<b>Unit 2</b>	<b>Module A:</b>	<b>25 Hours</b>

<p><b>En route vers les joutes</b></p>	<p>Students will explore the theme of preparing for a trip, daily routines, and past events.</p> <p><b><u>Module B:</u></b> Students will learn how to communicate about diseases and injuries as well as past events / incidents.</p> <p><b><u>Module C:</u></b> Students will explore shopping (gifts, souvenirs, food) and past events.</p>	
<p><b>Unit 3</b></p> <p><b>Nouveau medias et créativité</b></p>	<p><b><u>Module A:</u></b> Students will explore the new medias and the creativity in movies and comics</p> <p><b><u>Module B:</u></b> Students will explore the different ways of communication between friends.</p> <p><b><u>Module C:</u></b> Students will explore the power of the picture, art and photography.</p>	<p><b>25 Hours</b></p>
<p><b>Unit 4</b></p> <p><b>Je suis unique</b></p>	<p><b><u>Module A:</u></b> Students will learn how to talk about extra-curricular activities</p> <p><b><u>Module B:</u></b> Students will explore different way on how to help the community</p> <p><b><u>Module C:</u></b> Students will learn how to communicate about their talent, abilities, strength. They will also explore the importance of the French language in their lives.</p>	<p><b>30 Hours</b></p>
		<p><b>110 Hours</b></p>

**Projects:** After each module/unit students either individually or in groups will have an opportunity to use the knowledge acquired during the module/unit in an authentic task such as, creating/updating and presenting a blog/website, writing and presenting a dialogue, a comic strip, a poster an oral presentation etc.

### **Assessment for Learning and as Learning**

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in assessment for learning and as learning, teachers need to: plan assessment concurrently and integrate it seamlessly with instruction; share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses; gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools; use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals; analyze and interpret evidence of learning; give and receive specific and timely descriptive feedback about student learning; help students to develop skills of peer assessment and self-assessment. (The Ontario curriculum: French as a second language: Page 28)

**Evaluation**

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students’ achievement of the overall expectations. A student’s achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

(The Ontario curriculum: French as a second language: page 28)

<b>Assessment &amp; Evaluation Breakdown</b>					
<b>Categories</b>	<b>100%</b>	<b>Term</b>	<b>70%</b>	<b>Final</b>	<b>30%</b>
Knowledge & Understanding	25%	Projects	30 %	Final Culminating Activity /ISU	10%
Thinking	25 %	Unit Tests	30 %	Final Exam	20%
Communication	25 %	Quizzes	5%		
Application	25 %	Homework completion (workbook)	5%		

<b>Level of Achievement</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.	Represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.	Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.	Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

(Growing Success, Page 18)

As per the Growing Success Document (2010), the following conversions of Achievement Level into Percentage will be used. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks. The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

<b>Level</b>	<b>Percentage</b>
4+	95 - 100
4	87 - 94
4	80 - 86
3+	77 - 79
3	73 - 76
3-	70 - 72

<b>Level</b>	<b>Percentage</b>
2+	67 - 69
2	63 - 66
2-	60 - 62
1+	57 - 59
1	53 - 56
1-	50 - 52

(Growing Success Page 40 )

A credit will be granted and recorded for every course in which a student final percentage mark is 50 percent or higher. In the case that a student achievement is below 50%, the teacher will use a percentage mark to indicate achievement below 50 percent. Conversely, since this is a Grade 9 course, teachers may use “I” on the final report to indicate that there is insufficient evidence is available to determine a letter grade or percentage mark. For the report card, the teacher will use his/her professional judgment to determine when the use of “I” is appropriate and in the best interests of the student. (Growing Success Page 42)

Assessment & Evaluation Strategies	Assessment & Evaluation Tools
<ul style="list-style-type: none"> <li>• Classroom Presentation</li> <li>• Conferences</li> <li>• Interviews</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Exams</li> <li>• Observation</li> <li>• Performance Task</li> <li>• Portfolios</li> <li>• Question &amp; Answers</li> <li>• Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Exemplars</li> <li>• Rubrics</li> <li>• Metacognition</li> <li>• Self &amp; Peer Assessment</li> <li>• Anecdotal Notes</li> </ul>

As mentioned in the Growing Success Document, learning skills and work habits are an integral part of student learning. (Page 10). Therefore, learning skills will be monitored and recorded throughout the course to help promote student success. Teachers report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement. Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
Fulfills responsibilities and commitments within the learning environment.	Devises and follows a plan and process for completing work and tasks.	Independently monitors, assesses and revises plans to complete tasks and meet goals.	Accepts various roles an equitable share of work in a group.	Looks for and acts on new ideas and opportunities for learning.	Sets own individual goals and monitors progress towards achieving them.
Completes and submits classwork, homework and assignments according to agreed upon timelines.	Establishes priorities and manages time to complete tasks and achieve goals.	Uses class time appropriately to complete tasks.	Responds positively to the ideas, opinions, values and traditions of others.	Demonstrates the capacity for innovation and a willingness to take risks.	Seeks Clarification or assistance when needed.
Takes responsibility for and manages own behaviour	Identifies, gathers, evaluates and uses information, technology and resources to complete tasks.	Follows instructions with minimal supervision.	Builds healthy peer relationships through personal and media assisted interactions.	Demonstrates curiosity and interest in learning.	Assesses and reflects critically on own strengths, needs and interests.
			Works with other to resolve conflicts and build consensus	Approaches new tasks with a positive attitude.	Identifies learning opportunities, choices and strategies to meet personal
				Recognizes and advocates appropriately	meets personal

			to achieve group goals.  Shares information , resources and expertise and promotes critical thinking to solve problems and decisions.	for the rights of self and others.	needs and achieve goals.  Perseveres and makes an effort when responding to challenges.
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## **THE ACHIEVEMENT CHART FOR FRENCH AS A SECOND LANGUAGE**

The achievement chart, on pages 32–33 , identifies four categories of knowledge and skills and four levels of achievement in FSL. The components of the chart are explained below. (See also the section “Content Standards and Performance Standards”, on pages 27–28.)

### **Categories of Knowledge and Skills**

The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories help teachers focus not only on students’ acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

**Knowledge and Understanding.** Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

**Thinking.** The use of critical and creative thinking skills and/or processes.

**Communication.** The conveying of meaning and expression through various forms.

**Application.** The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation. However, it also indicates that for different courses, the

relative importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

## THE ACHIEVEMENT CHART: FRENCH AS A SECOND LANGUAGE (CORE, EXTENDED, AND IMMERSION), GRADES 9–12

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
<b>Knowledge of content</b> (e.g., vocabulary and expressions; concepts, opinions, ideas, facts; language conventions; aspects of culture)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> (e.g., concepts, ideas, opinions, and facts and their relationship to forms; language structures and strategies; forms and characteristics of texts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
	The student:			
<b>Use of planning skills</b> (e.g., establishing a focus; setting goals; generating ideas; formulating questions; researching and organizing information; contextualizing and elaborating on ideas; selecting and using strategies and resources)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>Use of processing skills</b> (e.g., predicting; inferring; discussing; interpreting; summarizing; analysing; evaluating; constructing and defending an argument; revising and restructuring)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<b>Use of critical/creative thinking processes, skills, and strategies</b> (e.g., using language-learning, inquiry, and problem-solving strategies; prioritizing; critiquing; hypothesizing; synthesizing; forming and justifying conclusions)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
	The student:			
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) in oral, visual, and/or written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
<b>Communication</b> <i>(continued)</i>				
	The student:			
<p><b>Communication for different audiences</b> (e.g., self, peers, teacher, community members) <b>and purposes</b> (e.g., to interact, discuss, collaborate; to inform, raise awareness, explain, instruct; to entertain, perform; to persuade; to express feelings and ideas; to solve problems) <b>in oral, visual, and/or written forms</b></p> <p><b>Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms</b> (e.g., elements of style and usage; phrasing and punctuation conventions; appropriate language conventions in particular social and cultural contexts)</p>	<p>communicates for different audiences and purposes with limited effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</p>	<p>communicates for different audiences and purposes with some effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with some effectiveness</p>	<p>communicates for different audiences and purposes with considerable effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</p>	<p>communicates for different audiences and purposes with a high degree of effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</p>
<b>Application</b> – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
<p><b>Application of knowledge and skills</b> (e.g., strategies, concepts, processes) <b>in familiar contexts</b></p> <p><b>Transfer of knowledge and skills</b> (e.g., strategies, concepts, processes) <b>to new contexts</b></p> <p><b>Making connections within and between various contexts</b> (e.g., between personal, global, cultural, historical, and/or environmental contexts; between French and other languages; between the school and other social contexts)</p>	<p>applies knowledge and skills in familiar contexts with limited effectiveness</p> <p>transfers knowledge and skills to new contexts with limited effectiveness</p> <p>makes connections within and between various contexts with limited effectiveness</p>	<p>applies knowledge and skills in familiar contexts with some effectiveness</p> <p>transfers knowledge and skills to new contexts with some effectiveness</p> <p>makes connections within and between various contexts with some effectiveness</p>	<p>applies knowledge and skills in familiar contexts with considerable effectiveness</p> <p>transfers knowledge and skills to new contexts with considerable effectiveness</p> <p>makes connections within and between various contexts with considerable effectiveness</p>	<p>applies knowledge and skills in familiar contexts with a high degree of effectiveness</p> <p>transfers knowledge and skills to new contexts with a high degree of effectiveness</p> <p>makes connections within and between various contexts with a high degree of effectiveness</p>

## **Teaching & Learning Strategies**

### **Instructional Strategies in French as a Second Language**

Teachers should use a variety of strategies to help students understand that they can be successful in learning French. Teachers can provide a learning environment that encourages all students to take risks – to speak and write French without being afraid of making mistakes, since making mistakes is part of learning a new language. Also, whenever possible, students should be given opportunities to experience speaking, listening, reading, and writing in French as interconnected processes requiring a set of skills and strategies that cannot be separated and that build on and reinforce one another.

Instruction should include a balance of direct, explicit instruction; teacher modelling; shared and guided instruction; and opportunities for students to practice, apply skills and strategies, and make choices. As well as teaching and modelling the French language, teachers explicitly teach and model learning strategies. They also encourage students to reflect on and talk about their thinking and learning processes (metacognition), and offer students ongoing, meaningful, and respectful feedback that clearly acknowledges progress and helps them focus on “next steps” and goals.

Teachers need to provide daily opportunities for students to speak and interact in French. The teacher sets up learning situations based on authentic communicative tasks, such as requesting information or conveying messages. Learning activities that are based on students’ interests, needs, and desire to communicate will achieve the best results in a classroom.

*(The Ontario curriculum: French as a second language-2014)*

### **PLANNING CONSIDERATIONS FOR FRENCH AS A SECOND LANGUAGE**

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013 describes a set of beliefs, based in research that should guide program planning for students with special education needs in all disciplines. Teachers planning FSL programs need to pay particular attention to these beliefs, which are as follows:

All students can succeed.

Each student has his or her own unique patterns of learning.

Successful instructional practices are founded on evidence-based research, tempered by experience.

Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.

*(The Ontario curriculum: French as a second language: 2014 -Page 28)*

## **EQUITY AND INCLUSIVE EDUCATION IN THE FRENCH AS A SECOND LANGUAGE PROGRAMS**

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

*(The Ontario curriculum: French as a second language: Page 46)*

## **WAYS OF ORGANIZING FOR DIFFERENTIATED INSTRUCTION (DI) STRUCTURES**

While there are no approaches or processes that belong to differentiated instruction exclusively, there are a number that work especially well when differentiating. The DI structures outlined below allow teachers to easily vary the complexity or the form of the task for different learners. It is important that students and parents understand that all tasks are designed to address the same learning goals. Some of the more common differentiation structures include:

**CHOICE BOARDS:** A choice board is a common differentiation structure used to provide students with choice. It is sometimes called a Tic-Tac-Toe assignment because of its design. Choice Boards can be used to help students learn (i.e., instruction and assessment) or as a way for students to demonstrate their learning (i.e., evaluation). When designing a choice board and any other differentiated instruction structure, all choices must address the same learning goal and may be based on interest (e.g., sports, music, art) or learning preferences (e.g., learning styles or multiple intelligences). Each choice is assessed or evaluated against the same assessment criteria.

**CUBING:** Students roll a cube and do the activity on the side that comes up. We can differentiate a cube according to any of student readiness, learning preference, or interest. So that the cubing is truly differentiated, it is important to provide some opportunities for choice with each roll such as two or more options per side, or the choice of consulting the group or a partner prior to responding. Cubes can be designed for specific activities such as perspectives on a novel or different aspects of a history unit. Different cubes can be given to different groups and the activities varied to support readiness or learning preference. We can make cubes and write the activities on the sides,

or we can simply use a standard die accompanied by a set of index cards with the matching numbers and activities recorded on the cards.

**TIERING:** When we tier an assignment, we are creating more than one version of a task so that we can respond to students' varied levels of readiness. To create a tiered assignment, choose or create an activity that is what you would normally provide for your grade level, then create additional versions of that activity to meet the readiness needs you identified through pre-assessment. Remember that all tasks need to be respectful, engaging, interesting and challenging for all learners.

*(Student Success Differentiated Instruction Educator's Package (2010) REACH EVERY STUDENT: Page 28)*

### **Course Materials & Resources**

Tu parles ! :	Rk Publishing. (Trillium list#9361)
Newspapers websites:	lemonde.fr / l'express.ca
Websites:	idello.org ( Groupe Media TFO)
	Apprendre le français avec tv5 monde.com
	France24.com
	www.quia.com
	Le français sans soucis
	CDs : Apprendre en s'amusement

### **Resources**

Ontario Curriculum Grades 9 to 12. French as a Second Language. Core French-Extended French-French Immersion, 2014

Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering grades 1-12, 2010