

Teacher Package

French As a Second Language Exemplar Task Grade 9 Core French, Academic

Teacher Package

Title: Ma ville francophone

Time Requirement: 3–4 periods of 75 minutes each
(*Note:* This does not include time used to present/review the prior knowledge and skills outlined below.)

Description of the Task

Students are asked to imagine that they have won a competition for a two-week vacation for two in a francophone city. They will write about their plans for visiting the city of their choice. Their writing will include three descriptive paragraphs on specific points of interest.

In their writing task, students will use the following language structure listed in *The Ontario Curriculum, Grades 9 and 10: French As a Second Language – Core, Extended, and Immersion French, 1999*, p. 15:

- *le futur simple* of *-er*, *-ir*, and *-re* verbs and irregular verbs

Before submitting the final product to their teacher, students will also demonstrate use of the writing process (i.e., develop a plan for writing, write a first draft, and revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style).

Final Product

The final product will consist of:

- a two-sentence introduction about the city selected;
- three descriptive paragraphs on three points of interest, explaining why they are worth visiting and providing two other interesting details about the city;
- a brief, thoughtful conclusion.

Students should incorporate into their writing information from *Renseignements pour la description de ma ville francophone* (Annexe A).*

*This and other sheets distributed to students are provided at the end of the Teacher Package.

Assessment and Evaluation Components

- The rubric is used as a scoring tool to assess the task.
- Students use *Mon autoévaluation* (Annexe B) to assess their completion of the task requirements.
- Formative assessment of students' use of the required language structure may be administered.

Expectations Addressed in the Exemplar Task

The task gives students the opportunity to demonstrate achievement of the following selected expectations from the Reading and Writing strands.

Students will:

1. read a range of simple texts to gather information and to expand their knowledge of the French language;
2. demonstrate an understanding of materials containing a brief text (e.g., brochures) through oral and written presentations;
3. express ideas and opinions in short written texts;
4. write a descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;
5. recognize and use appropriate language structures;
6. incorporate newly acquired vocabulary into their written work;
7. revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style.

Note: Although all these expectations are addressed in the exemplar task, only expectations 1 to 6 will be evaluated.

Teacher Instructions

Prior Knowledge and Skills

Before beginning this task, students should know how to:

- organize information into paragraphs;
- gather information from a variety of sources, including print and non-print resources, software, the Internet;
- use *le futur simple* of *-er*, *-ir*, and *-re* verbs and irregular verbs (e.g., *pouvoir*, *vouloir*, *savoir*, *avoir*, *être*, *devoir*, *aller*, *faire*);
- use adjectives correctly as to their position and agreement with nouns;
- use French–English dictionaries to verify spelling and grammar and to determine the meaning of unfamiliar vocabulary;
- use the writing process to produce a final copy – i.e., develop a plan for writing, write a first draft, and work with the teacher to revise their draft and produce a final copy.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to consult the relevant course profiles for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources

Students read or view simple texts and other materials (e.g., videotapes, filmstrips) from various sources to gather information. Suggested resources may include:

- travel brochures
- list of resources in the Grade 9 Core French Academic Course Profiles
- Grade 9 commercial programs currently in use
- French–English dictionaries
- websites:
 - Yahoo! France: www.yahoo.fr/
 - Branchez-vous!: www.branchez-vous.com
 - My Canada Page: <http://www.eagle.ca/~matink/canada.html>

Rubric*

Introduce the task-specific rubric at the same time you begin to discuss the task with the students. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the rubric and to provide feedback to help them improve.

Task Instructions

PERIOD 1: Presentation of the task to the students

- Brainstorm to generate a list of cities around the world where French is spoken and a list of nouns and adjectives to describe tourist attractions. You may wish to post these lists in the classroom as a reference for students.
- Hand out the Student Package. Introduce the task to the students and explain its requirements, including the information required and the language structure students will use in their written description. This description will consist of:
 - a two-sentence introduction about the city selected;
 - three descriptive paragraphs, each of which will describe a location of interest and explain why it is worth visiting;
 - a brief, thoughtful conclusion.
- Present *Renseignements pour la description de ma ville francophone* (Annexe A) and explain to students that the questions it contains are a guide to help them organize their information and include supporting facts to explain why the three places of interest they have selected are worth visiting.
- Discuss and explain the criteria of the task-specific rubric with the students.
- Discuss the student self-assessment *Mon autoévaluation* (Annexe B) with students and go over the statements that will guide students in completing the task and help them keep track of their progress throughout the task.
- Indicate the location of resource materials so that students may select a francophone city of interest to them.
- Each student selects a francophone city.
- Approve each student's choice once it has been made.

PERIOD 2: Preparation of the first draft

- Review newly acquired vocabulary for this task, the formation and use of *le futur simple*, and other language structures as needed.
- Review the statements in *Renseignements pour la description de ma ville francophone*.
- Using resources available, each student gathers information about the francophone city selected. This step should be completed during this period.
- Using the information collected, students begin writing the first draft of their description. Provide assistance where necessary.
- Students continue to work on the first draft of their description.

*The rubric is reproduced on pages 14–15 of this document.

PERIOD 3: Continuation of the writing process, teacher conferencing and revisions

- Students continue and complete the first draft of their description.
- If feasible, plan conferencing time with each student to provide feedback on the first draft of the description. Students begin revisions and complete their final product and the self-assessment *Mon autoévaluation*. Students should refer back to the rubric criteria when completing their final product. Students will then submit their final product.
- If it is not feasible to provide conferencing time, ask students to hand in their completed first draft for feedback by the end of this period. Students who complete their draft before the end of the period can complete their self-assessment or work on other related activities.

PERIOD 4: Completion of the assessment task

- If conferencing did not take place, return the collected first drafts with your comments to the students. All students must complete their final product and self-assessment in this period.
- Students will submit their final product.

Annexe A. Renseignements pour la description de ma ville francophone

Vous avez choisi une ville francophone et vous devez écrire une description en trois paragraphes.

Mais pour cela, vous avez besoin d'information. Cherchez des renseignements à la bibliothèque ou par ordinateur. Répondez aux questions suivantes qui vous aideront à rédiger la description de votre ville francophone.

1. Quel est le nom de la ville?
2. Dans quel pays est la ville ?
3. Comment voyagerez-vous pour arriver à cette ville?
4. Nommez **trois** choses que vous voulez voir ou faire en visitant cette ville et expliquez pourquoi :
 - a)
 - b)
 - c)
5. Notez **deux** autres détails intéressants sur cette ville :
 - a)
 - b)

Annexe B. Mon autoévaluation

Pour bien réussir votre tâche, procédez avec méthode. Cochez chaque étape franchie.

1. J'ai utilisé le vocabulaire essentiel.
2. J'ai compris les instructions de la tâche d'écriture.
 J'ai compris les instructions pour *Renseignements pour la description de ma ville francophone* (Annexe A).
3. J'ai choisi une ville francophone intéressante à visiter et j'ai reçu l'approbation de mon professeur.
4. J'ai employé l'Annexe A et suivi le plan proposé.
 J'ai nommé trois choses que je veux voir ou faire en visitant ma ville francophone et j'ai expliqué pourquoi.
 J'ai noté deux autres détails intéressants sur cette ville.
5. J'ai discuté de la grille d'évaluation avec mon professeur et j'ai compris les critères d'évaluation de mon écriture.
6. J'ai écrit une bonne introduction longue de deux phrases.
 J'ai composé trois bons paragraphes descriptifs en utilisant le futur simple.
 J'ai ajouté une bonne conclusion.
7. J'ai montré le brouillon de ma description à mon professeur.
8. J'ai compris les commentaires écrits par mon professeur sur mon brouillon.
9. J'ai fait les révisions nécessaires et j'ai produit la copie finale de ma description.
10. J'ai remis ma copie finale au professeur.