

Teacher Package

French As a Second Language Exemplar Task Grade 9 Core French, Applied Teacher Package

Title: Contribuer à la société: Une personne que j’admire

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

Description of the Task

Students are asked to imagine that they are submitting material to a website that celebrates the accomplishments of certain Canadians. Their task is to write a descriptive paragraph about a celebrated Canadian or a well-known member of their local community. The paragraph will include an introduction, a description of the qualities of this person and his or her contributions to Canadian society or the local community, and a conclusion.

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

- *le passé composé* of irregular verbs
- singular and plural, feminine and masculine, of irregular adjectives

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:

- an introduction about the person selected (one sentence);
- a description of the qualities of this person (2 sentences) and his or her contributions to Canadian society or the local community (4 sentences);
- a conclusion expressing the student’s own opinion of the person selected (one sentence).

Assessment and Evaluation Components

- The rubric is used as a scoring tool to assess the task (a descriptive paragraph).
- Students use *Mon autoévaluation* (Annexe B)* to assess their completion of the task requirements.
- Formative assessment of students’ use of the required language structures 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 materials containing a brief text and develop the main ideas and some supporting details in a different context;
2. write a short descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;
3. recognize and use appropriate language structures;
4. incorporate newly acquired vocabulary into their written work;
5. 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, 2, 3, and 4 will be evaluated.

Teacher Instructions

Prior Knowledge and Skills

Before beginning this task, students should know how to:

- gather information from a variety of sources, including print and non-print resources, software, the Internet;
- use *le passé composé* of irregular verbs;
- 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.

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

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 resource materials may include:

- list of resources in the Grade 9 Core French Applied Course Profiles
- Grade 9 commercial programs currently in use
- French–English dictionaries
- websites:
 - Yahoo! France: www.yahoo.fr/
 - Branchez-vous!: www.branchez-vous.com

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 and modelling of sample paragraph

- Present pictures of well-known Canadians who have contributed to the betterment of their community or country (e.g., Terry Fox, Roberta Bondar, David Suzuki, or a well-known community member) and ask students to identify them and provide some facts if they can.
- With the students, generate a list of essential vocabulary related to community service and adjectives describing the qualities of the individuals identified. You may wish to post the list in the classroom as a reference for students as they write their descriptive paragraph.
- Hand out the Student Package. Introduce the task to the students and explain its requirements, including the language structures and vocabulary they must use in their writing – i.e., *le passé composé* of irregular verbs, and irregular adjectives.
- Present and explain the writing guide *Plan pour développer mon paragraphe* (Annexe A).
- Select a well-known Canadian or a person who has contributed to the local community and, with the class, model the process of writing a descriptive paragraph using the *Plan pour développer mon paragraphe*. This paragraph will include:
 - a brief introduction about the person chosen (one sentence);
 - a description of the qualities of the person selected (2 sentences);
 - information describing this person's contributions to Canadian society or his or her community (4 sentences);
 - a conclusion expressing an opinion of the person selected (one sentence).
- Discuss with students the self-assessment *Mon autoévaluation* (Annexe B).
- Discuss and explain the criteria of the task-specific rubric with the students to ensure that they understand the criteria that will be used to assess their writing task.

PERIOD 2: Gathering information and preparation of first draft

- Review newly acquired vocabulary and required language structures for the writing task, as needed.
- Indicate the location of resource materials so that students may select a person of interest to them. Use French materials if possible.
- Each student selects a well-known Canadian or community member to describe in a paragraph. Approve each student's choice.
- Students use available resources to gather information about the person they have selected.
- Using the information gathered, students begin writing the first draft on the *Plan pour développer mon paragraphe*. Provide assistance where necessary.

*The rubric is reproduced on pages 40–41 of this document.

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

- Students continue and complete the first draft of their paragraph.
- If feasible, plan conferencing time with each student to provide feedback on the first draft of the paragraph. Students begin revisions and work on 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. Plan pour développer mon paragraphe

Suivez ce plan pour organiser vos idées et composer votre paragraphe. Les questions peuvent guider vos réponses.

Personnage choisi : _____

Approbation de mon professeur : Oui _____

1. Introduction

Écrivez une introduction. (1 phrase)

Quel personnage est-ce que vous avez choisi?

Pourquoi est-ce que vous avez choisi cette personne?

2. Développement des idées

Écrivez une description des qualités de cette personne. (2 phrases)

Écrivez une description des contributions de cette personne. (4 phrases)

Quels adjectifs décrivent cette personne?

Qu'est-ce que cette personne a fait/accompli/contribué? Où? Quand? Comment?

3. Conclusion

Écrivez une phrase qui commence par « À mon avis », « Selon moi », etc. pour conclure votre paragraphe. (1 phrase)

Que pensez-vous de cette personne?

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 pour la tâche d'écriture.
 J'ai compris les instructions de mon *Plan pour développer mon paragraphe*.
3. J'ai copié le modèle du paragraphe que nous avons fait en classe avec le professeur.
4. J'ai choisi un personnage de la société canadienne ou de ma communauté que j'admire et j'ai reçu l'approbation de mon professeur.
5. J'ai discuté de la grille d'évaluation avec mon professeur et j'ai compris les critères d'évaluation de mon paragraphe.
6. J'ai composé une phrase pour mon introduction.
 J'ai écrit 2 phrases qui décrivent les qualités de la personne et 4 phrases qui décrivent ses contributions.
 J'ai ajouté une conclusion qui exprime mon opinion personnelle.
7. J'ai montré le brouillon de mon paragraphe à mon professeur.
8. J'ai compris les commentaires écrits par mon professeur sur mon *Plan pour développer mon paragraphe*.
9. J'ai fait les révisions nécessaires et j'ai produit ma copie finale.
10. J'ai remis ma copie finale au professeur.