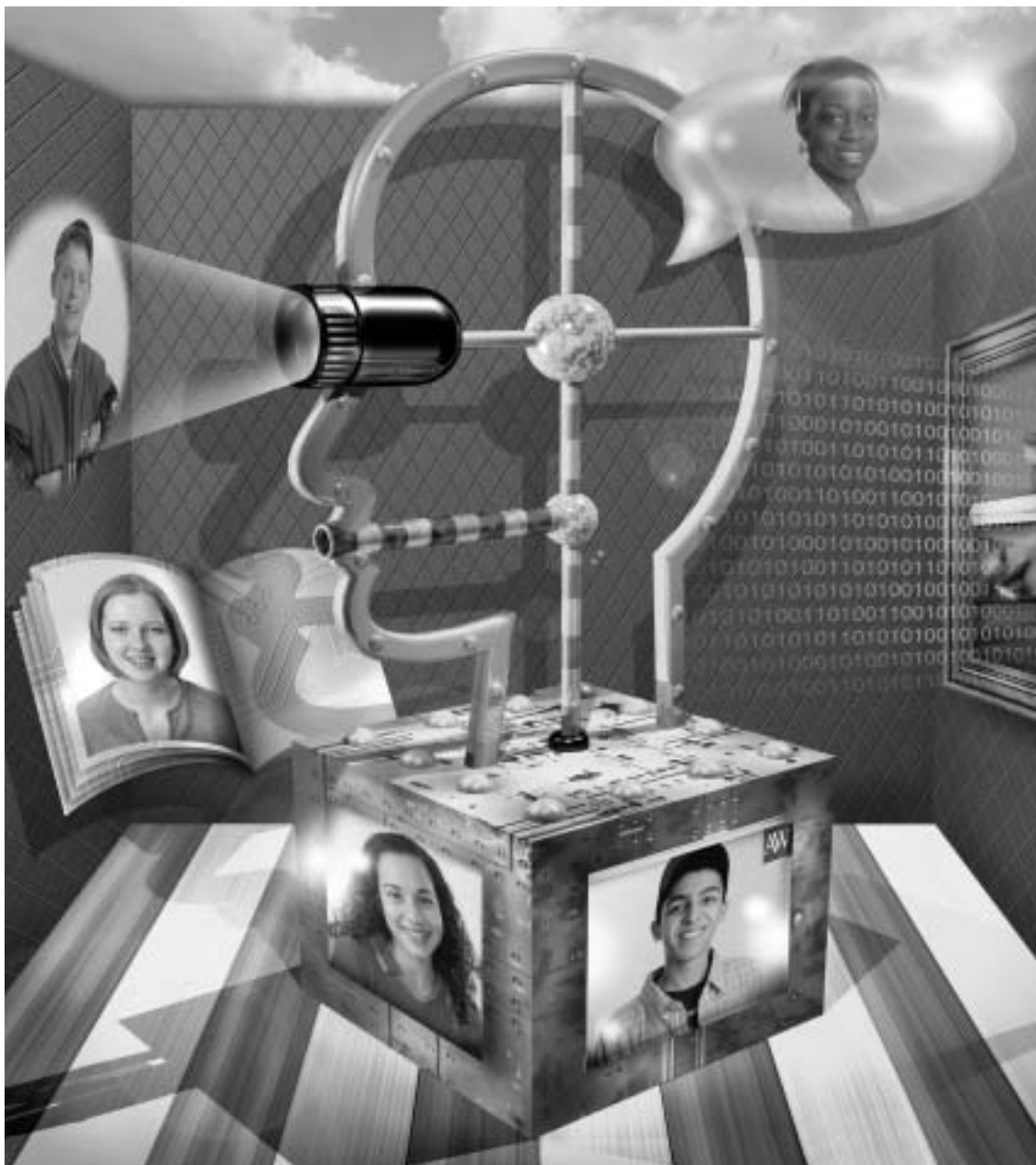


Program Overview

Autour de nous

9^e



Addison
Wesley

Teacher's Guide



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Authors' Page

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Components Description

- **Livre** : In addition to the 6 units, the *Livre* contains a *Références* section giving a more in-depth study of the grammatical conventions, *Tableaux de conjugaisons* of regular and irregular verbs, and French-English/English-French *Lexiques*.
- **Cahier** : A large variety of support materials for the *Livre* appear here in the form of *Écoutons!*, *Lisons!*, *Parlons!*, and *Écrivons!* activities. These activities provide practice using the vocabulary and language conventions introduced in the unit, and give students the necessary skills to do the *À la tâche* activities at the end of a teaching block. Whenever appropriate, language and/or vocabulary are re-entered, thus permitting an ongoing review of important material. *Exercices de renforcement* are also provided at the back of the *Cahier* for those students who require additional practice. Planning sheets for *La tâche finale* and sheets for recording personal vocabulary are also found in the *Cahier*.
- **Cahier Answer Key**: Answers are provided in a Teacher's Edition of the *Cahier*.
- **Teacher's Guide**: The three-ring binder of the Teacher's Guide contains the program overview, a separate module for each unit of the program, and the Answer Key for the *Cahier*. Within each module you will find valuable resources such as: Learning Expectations Charts which correlate to the Ontario Curriculum, Timing Charts, Evaluation Rubrics, *Les fiches reproductibles* for extra practice, suggested lesson plans, tapescripts, necessary background notes to the unit content, and teaching notes for the program. Assessment options have also been provided for those wishing to evaluate students between the *À la tâche* activities.
- A number of supplementary activities in the form of black-line masters (*Les fiches reproductibles*) have been provided at the back of the Teacher's Guide. These activities can be spread throughout the unit or used as end-of-unit activities and summative evaluation.
- **Compact Discs**: The Compact Disc package contains one disc per unit as well as a Guide to the CD program that clearly outlines the content and length of each track.



Introduction to *Autour de nous 9^e*

Goals

Autour de nous 9^e is a program designed for students in Grade 9, French as a Second Language, Core French, Applied course (FSF1P). The aims of the program are to provide students with:

- the skills necessary for communicating in French;
- the opportunity to develop and practise these skills; and
- an understanding of the language and of francophone culture.

The focus of *Autour de nous 9^e* is on the development of knowledge and skills through practical applications and concrete examples. Essential language concepts are presented in a contextualized manner. Familiar situations are used to illustrate ideas, which are substantiated by models. Students are given frequent opportunities to experience and use the concepts and theories being studied.

The Ontario Curriculum - 1999

Autour de nous 9^e is based on the 1999 Ontario Curriculum for French as a Second Language, Core French, Grade 9, Applied. The curriculum contains specific expectations in each of the three strands (Oral Communication, Reading, and Writing), as well as expectations with regard to the application of language conventions in each strand.



Strands

A. Oral Communication

Because the teacher is using French as the language of instruction, students have opportunities to develop their listening skills with every lesson. In addition, the program offers a wide variety of listening comprehension activities, using several speakers with different accents. This not only helps students develop their comprehension but also serves as a model for correct pronunciation, intonation, and expression.

There is also a wide range of speaking activities that include asking and answering questions, giving directions, expressing opinions, participating in dialogues, interviewing, and presenting work. The *Avant de parler* sections provide models of oral communication. Timing estimates for oral presentations are based on a class of 30 students.

B. Reading

Students are provided with a broad selection of reading including dialogues, newspaper and magazine articles, letters, notes, descriptions, captions, instructions, annotated scripts, and comic strips. The reading selections are fairly short so that students can grasp the general idea quickly. All the reading selections are recorded on compact disc. This allows students to listen and read at the same time, and provides a model for pronunciation, intonation, and expression. Students can use these readings as models for oral and written work. In some activities, students are required to use short written texts as resources for their other tasks.

In the presentations of language structures (*As-tu observé?*), model sentences are generally examples taken from the reading passages. New language structures are presented and reinforced in a real context. These structures are often presented in diagram or chart form, allowing students to access information easily.

C. Writing

Students develop the ability to write a variety of forms, modelled on the reading passages. In addition, there are *Avant d'écrire* sections which provide strategies for certain writing activities. Students also make use of the diagrams and charts outlining language structures and the *Mon vocabulaire personnel* pages in the *Cahier*. Some formats in which students are asked to write include: descriptive paragraphs, letters, posters, brochures, newspaper articles, photo captions, comic strip dialogues, and conversations.

Throughout the program, it is recommended that process writing be used frequently. The student prepares a draft that will be read and peer-edited. While the peers can look for grammar and spelling errors, they should also be asked to read for content. For example: Did the writer do what was requested? Is the message clear? The teacher can then examine the passage and suggest changes as well as drawing the student's attention to errors in French. Only after students have received feedback and have had the opportunity to make corrections and polish the writing should the task be evaluated.

Methodology: Structure of the Program


The broad-based theme of *Autour de nous 9^e* is the media. Each of the six units is developed around a media-related theme: a Web page, a dramatic television program, a newspaper, a television documentary, a magazine, and comic strips. To provide continuity for the student, five recurring characters appear in the six units in a variety of guises and provide the modelling. Within each unit, students are asked to perform or produce various media-related activities (*À la tâche*), which lead up to the final performance task (*La tâche finale*). In most cases, *La tâche finale* involves an oral presentation by students of their portfolio of *À la tâche* activities, rather than a new task.

Structure of a Unit

Each unit consists of three major teaching blocks that contain the following elements:

- The unit title page describes what students are going to learn and do during the unit. It is essentially an overview for both teachers and students. The page is subdivided into:
 - a) *Parler* – the subjects of conversation;
 - b) *Découvrir* – the communication skills that will be developed;
 - c) *Apprendre* – the language structures and conventions;
 - d) *La tâche finale* – an outline is provided.
- *Allons-y!* This two-page launch of the unit is highly visual and contains very little language. It allows the teacher to introduce and present the content of the general theme and, through questioning and brainstorming, to assess any prior knowledge students may have of the theme. In some cases, students are asked to talk about the theme (for example, reading newspapers or magazines, or visits to an amusement park); in others, there is a listening comprehension activity. New language structures are sometimes passively introduced in this opening activity.
- *Avant de lire* is a pre-reading activity. As in the *Allons-y!* activity, it is designed to allow students to discuss the theme and to preview the topic that they are going to read. Often, there is a listening activity that leads directly to the reading selection.
- The *reading selections* are varied and are often related in format to the *Activités orales et écrites* and the *À la tâche* activities. You will find Web pages, a television script with camera directions, a storyboard, newspaper articles, letters of opinion, magazine articles, and comic strips. All the reading selections are recorded on compact disc, and serve as models for pronunciation, intonation, and expression; they are also models for the tasks which students are required to do later in the block of study. Key vocabulary and new language structures are also introduced in the reading selections.

- The *As-tu compris?* section follows the reading selections and provides an opportunity for students to demonstrate their global comprehension of the passages they have read. The activities in *As-tu compris?* are varied: questions requiring short answers, true or false statements, sentences to be completed, questions to be created by students, statements to match with specific sections of the reading, brief explanations, mix and match sentences, and an analysis of the reading. These activities are a summing up of the reading passages, and are not meant to replace oral comprehension questions that you may want to ask as students are reading. The *As-tu compris?* activities often can be done orally or assigned as homework.
- *As-tu observé?* presents a new language structure. Models are chosen from the reading selections, and students are asked to infer the language rules from a series of questions.
- *Hum... quelle est la règle?* verifies the conclusions reached by students after examining the examples. A highly visual format is used: colour coding, charts, diagrams, and illustrations. At the back of the *Cahier* you will find the *Exercices de renforcement* based on the language structures. These can be done immediately to reinforce the new learning, assigned as homework, or used for diagnostic assessment.
- The *Application* portions are grammar-related activities designed to provide immediate feedback for both students and teacher. These are simple activities using the new language structure and, in most cases, can be done orally.
- The *As-tu remarqué?* sections do not introduce new language structures. However, they may re-introduce a structure from a previous course (for example: the *passé composé* of regular verbs conjugated with *avoir*, preceding the explanation of the *passé composé* of irregular verbs); present a lexical item (such as the conditional of *pouvoir* to request a service); or extend the *As-tu observé?* sections (such as the use of *que* and *qu'est-ce que*). You will also find some *As-tu remarqué?* sections in the *Cahier*.
- *Activités orales et écrites* are activities that allow students to apply their knowledge of the content, language structures, and vocabulary in meaningful situations. In many cases, these activities provide students with the opportunity to do or practise a task that will be evaluated in the *À la tâche*. These activities often have a corresponding activity in the *Cahier*.

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- *À la tâche* is an authentic task that, in most cases, will form part of the student's portfolio for presentation at the end of the unit. The activities and/or questions in the section *Activités orales et écrites* have been carefully designed to serve as models for students as they prepare the *À la tâche*. Some support materials for *À la tâche* can also be found in the *Cahier*, where appropriate. An evaluation rubric is provided at the end of each unit for the three *À la tâche* activities. As well, student guidelines are provided throughout the teaching notes for these tasks. It is recommended that you provide students with these guidelines, which are reproduced as a black-line master in French at the back of each guide.
 - *Info-culture* is a brief reading selection on an aspect of French culture in the community and throughout the world. These selections are all recorded on compact disc. As these selections are intended to provide recreational reading and cultural enrichment, comprehension activities are not included.
 - For *La tâche finale*, all six units in *Autour de nous 9^e* follow the same basic pattern. At the end of each unit, students are required to do *La tâche finale*. In Units 1-5, *La tâche finale* is a presentation of a portfolio made up of the tasks done in each *À la tâche*. Students can either present the portfolio to the teacher or, if time permits, present it to the class. You might decide to have each student present one or two portfolios to the class over the course of the year. Students should be prepared to answer simple clarification questions from fellow students or the teacher. In Unit 6, however, *La tâche finale* requires students to create an original comic strip and to make an oral presentation to the class. Evaluation rubrics are provided at the back of the Teacher's Guide for all of these presentations.



Unit Content

Unit 1: Bienvenue sur ma page Web

Students design a Web page that includes a personal description, a description of their daily routine, and a description of their future plans. In addition, students are encouraged to add publicity for a product or service that they wish to sell. The five recurring characters introduced to students in the *Allons-y!* spread model all of these components in their own Web pages.

- **Communication Skills:** Students create personal descriptions, both orally and in writing, discuss a daily routine, and describe their career plans. They then develop their descriptions into paragraphs and learn how to make a publicity flyer.
- **Language Structures:**
 - certain irregular adjectives
 - present tense of reflexive verbs
 - comparison of adjectives and adverbs (re-entry)
 - *meilleur* and *mieux*
 - subject pronouns

The performance-based task (*La tâche finale*) consists of gathering information to create a portfolio of a Web page. During the course of the year, other activities can be added to the Web page.

Unit 2: Portes invisibles

The five recurring characters model scenes from a fantasy program of a television series. Students create and present a brief scene from the program.

- **Communication Skills:** Students plan a script, create a scenario and dialogue, express emotions when reading dialogue, and develop a scene including sound effects and musical background.
- **Language Structures:**
 - *passé composé* of regular verbs with *avoir* (re-entry)
 - *passé composé* of certain irregular verbs with *avoir*
 - indirect object pronouns *lui* and *leur*
 - conjunctions *et*, *mais*, *ou*, and *donc*

The performance-based task (*La tâche finale*) consists of gathering items to create a portfolio of a scene of a television series.



Unit 3: Le défi quotidien

Excerpts from a daily newspaper are presented as models. Students design a front page containing a headline, a titled article, an illustration with a caption, and a letter to the editor.

- **Communication Skills:** Students learn to recognize various sections of a newspaper. They develop interviewing skills and practise writing headlines and titles, photo captions, brief articles, and a letter of opinion.
- **Language Structures:**
 - interrogative words and expressions (some re-entry)
 - *passé composé* of additional irregular verbs with *avoir*
 - direct object pronouns *le, la, l',* and *les*
 - indirect object pronouns (re-entry)

The performance-based task (*La tâche finale*) consists of gathering items to create a portfolio of a front page of a newspaper.

Unit 4: La cage infernale

Students participate in solving a mystery, and create a portfolio with plans for a video documentary on a mystery.

- **Communication Skills:** Students continue to practise interviewing skills. They create a plan for making a documentary video, analyze a story, and give and follow instructions.
- **Language Structures:**
 - *passé composé* of verbs conjugated with *être*
 - past participle agreement of verbs conjugated with *être*
 - the pronoun *y*
 - indirect object pronouns *lui* and *leur* (re-entry)

The performance-based task (*La tâche finale*) consists of gathering items to create a portfolio of a video documentary. A description of the video can be presented in front of the class.



Unit 5: Terre à terre

Students use the model of a magazine about life in France to create excerpts about life in their school community. They role-play extra-terrestrials who are observing life on Earth.

- **Communication Skills:** Students learn how to read and write a critique, write an article, and create a story. They learn how to make, accept, and refuse an invitation.
- **Language Structures:**
 - relative pronouns *qui* and *que*
 - emphatic pronouns *moi, toi, lui, elle, nous, vous, eux, elles*
 - (uses: after *c'est/ce sont*; after a preposition; as part of a compound subject; to emphasize the subject)

The performance-based task (*La tâche finale*) consists of gathering items to create a portfolio of a magazine on life on Earth from the point of view of an extra-terrestrial.


Unit 6: Les BD

The five recurring characters appear in three different comic strips and serve as models for students to create their own *bande dessinée*. They then make an oral presentation of the comic strip they have created.

- **Communication Skills:** Students describe comic strips they have read, analyze given frames of a comic strip, create the missing dialogue of frames, and finally create their own strip.
- **Language Structures:**
 - *futur simple* of regular and some irregular verbs
 - pronoun *en* to replace partitive expressions

The performance-based task (*La tâche finale*) consists of gathering items to create a portfolio of a comic strip. The comic strip can be presented in front of the class.

Note: The language structure of verbs followed by the prepositions «à» and «de» (for example: *essayer de, avoir besoin de, assister à, répondre à*) has not been formally presented in *Autour de nous 9^e*. Many examples of such verbs can, however, be found in each unit. We would recommend that students devote one or two pages in their notebooks to keeping a list of these verbs and expressions as they encounter them.



Teaching Strategies

There are many imaginative and motivating activities intended to engage the learner throughout *Autour de nous 9*. Just as there are many different teaching styles, we should also bear in mind the many different learning styles as well. The ideas outlined below represent only a few of the strategies recommended for use throughout the program.

Contextualization

Contextualization provides clues for comprehension by focusing students on what they already know about the topic under study. It improves communication by showing the learners that they have something to offer about the material. In addition, by showing students that the subject is somehow significant to their lives, contextualization motivates them to enhance their learning further.

The role of the launch pages entitled *Allons-y!* is to introduce students to the new unit. During the introductory phase, teachers have the opportunity to find out what their students already know and think about the topic they are about to study, and to discover informally what language skills they already possess relating to the topic. Contextualization, at this point, prepares the learners by giving them a sense of what is coming and where they are headed. It is, in effect, a form of orientation.

The *Avant de lire* questions again prepare students for what they are about to read. Many students feel daunted by the challenge of reading in a foreign language, and find it stressful to attempt to decipher a reading selection containing unfamiliar vocabulary and expressions. By first discussing a selection's themes or ideas in the context of the learner's life experiences or knowledge, you can alleviate much of the stress they might experience. When students have successfully answered the *Avant de lire* questions, they can confidently proceed with the reading selection.

Reading for Gist

Since students must understand the reading selection in order to complete the *Activités orales et écrites*, it is essential that they learn to read for gist. There are many ways to help students develop this skill.

- Have them listen to the passage on the CD. Frequently, the intonation of the sentences, the pronunciation of words and any sound effects will help clarify the general theme.
- Encourage them to look for cognates. Teach students to look for words from the same family to help them understand.
- Use the illustrations and photos efficiently. These have been carefully chosen in *Autour de nous 9* to help students determine the context of the reading selection.
- Take time to introduce the context of the reading selection by doing some pre-activities with the students, e.g., a question/answer period, a webbing activity, brainstorming statements that might relate to the context, and so on.



Listening for Gist

In addition to reading for gist, students must also learn how to listen for gist. *Autour de nous 9* includes a wide variety of listening exercises to help students learn this essential skill.

- Always let students know that they will hear a listening exercise more than once.
- Encourage students to make notes as they listen.
- Remind students to pay attention to intonation in order to figure out meaning.
- Always follow up listening exercises by asking general questions to assess general overall comprehension.
- Whenever possible, supplement the listening component with videos, taped conversations, ads, and interviews from radio or television.

Risk-taking

Risk-taking is an essential skill for students who are learning a new language since it helps them gain confidence. The more students use the language in real situations, the more they internalize the concepts and take control. Encourage students to take risks orally when responding to questions, and when working with their classmates and with you. Risk-taking is an effective tool for language acquisition if it is not evaluated, but rather is seen as an opportunity for growth.

Authentic Learning

Students need to feel that studying French is a valuable experience that will enrich their lives. Time and time again, they tell us that they want the FSL classroom to be relevant to their daily lives; they want to talk about ideas that they would discuss in other subjects or with their peers. Activities in an authentic learning classroom must deal with real situations that reflect what people do in real life.

Students need the input of knowledge and language concepts to deal with these skills; however, it is important to provide sufficient class time for students to work on authentic and relevant tasks.



Vocabulary Development

Vocabulary acquisition is a skill that students must develop in order to become well-rounded second-language learners. Without a proper vocabulary base, students' conversation skills will fall behind and they will be unable to communicate in French at the sophisticated level of their native language.

Teachers can help students by doing the following:

- Encourage students to keep a personal vocabulary list that they can refer to when needed.
- Teach students how cognates and words from the same family increase their vocabulary.
- Use high-frequency vocabulary in context so that students hear the words and see them written often.
- Insist that students look up words in a dictionary or use the *lexique* at the back of the *Livre*. Teach them good dictionary skills.
- Encourage students to read as much as possible.

Memorizing vocabulary lists or using words out of context can frequently defeat the purpose of good vocabulary development.

Process Writing

Autour de nous 9 provides many opportunities for students to practise writing in many different formats: letters, dialogues, newspaper articles, news reports, and journal entries. Teachers can help students develop this essential skill by doing the following.

- Encourage students to write drafts and to edit them.
- When students work in groups or with partners, encourage them to have their work peer-edited.
- Build in time for students to consult you about the progress of their work and to show it to you for editing suggestions.
- Analyze the elements of the writing assignment by reviewing the models provided.

Helpful Hints

Oral presentations are a regular feature of each unit. If there is not enough class time for every student to do a unit oral presentation, have students sign up for the unit that they would like to present (probably four to five students per unit). All students must complete all final projects, but they only make a longer formal presentation to the class once during the course. There are many opportunities within each unit for smaller-scale oral presentations.

To assist with the evaluation of the oral presentations, an oral presentation rubric has been included. This rubric is suitable for use with several types of oral presentations, such as skits, dialogues, interviews, presentations, and telephone conversations. The rubric can be found on pages 29–30 of the Program Overview.

To help meet the timelines for each unit, teachers may wish to assign the reading selections and the *As-tu compris?* questions as homework prior to doing these activities in class. This strategy is helpful for students who experience difficulty, because it provides them with additional opportunities to examine the reading passage and become familiar with the content.

Students should consistently be encouraged to speak in French and in full sentences, during whole-class, partner, and group activities. This may require various strategies on the part of the teacher, including the following:

- Circulate during class activities and remind students to use French.
- Teach students how to ask for help in French.
- Teach students classroom routines and other useful expressions in French.
- Provide a reference sheet in students' notebooks, class motivators, and so on.
- Monitor and encourage the appropriate use of *tu* and *vous*.



The homework icon indicates activities that students can complete independently. It also indicates activities that can be left for a supply teacher.

Enrichment Strategies

- Students read a work in French written about the unit theme, and do follow-up activities, summaries for the class, and so on.
- Students create a story, dialogue, or skit about the unit theme, present it to the class and then hand in a written copy.
- Students write journal diary entries about the theme as supplementary reading for classmates.
- Students create a text or dialogue with missing words, then present it orally, and have the class fill in the blanks.
- Students create theme-related posters for display in the class or school.
- Students create comprehension questions, quizzes, word-search puzzles, and crossword puzzles based on the unit readings.

- Students justify their answers.
- Students write captions for the photos or illustrations in the *Livre*.
- Students bring in theme-related magazine articles, newspaper clippings, brochures, and posters (in French, if possible), for display on the bulletin board.
- Invite guest speakers (French-speaking, if possible) to talk about the unit theme.

Remediation Strategies

- Help visual learners, write sentences illustrating the unit language structure(s) on Bristol board, then cut the sentences up into word cards that students rearrange to form the sentence.
- Create a theme-related poster, and then cut it up into sections or puzzle pieces that students rearrange to form the poster.
- Encourage students to use familiar vocabulary and structures and to speak and write simple sentences.
- Let students know which reading or listening passages will be covered, and what the context and vocabulary of the activity will be to allow them to practise before they work in class in groups or with a partner.
- Ask probing questions to help students develop the ability to express opinions.
- Encourage students to adapt activities to their individual learning styles.
- Encourage students to identify cognates during the reading passage.
- Have students answer the comprehension questions, quizzes, word-search puzzles, and crossword puzzles created by their classmates as enrichment activities.
- Pre-teach thematically-related vocabulary for the reading passages and provide some background information.
- Supply unit vocabulary lists.
- Choose reading partners, matching weaker with stronger readers.
- Encourage partner work on written activities.
- Provide models for activities.
- Provide sentence starters for answering questions.
- Have students practise intonation and pronunciation by reading passages aloud.
- Modify the assessment recommendations as required (e.g., reduce the required sentences or the number of examples of the language structures).
- Designate specific roles for group activities to allow students success and opportunities for practice.
- Allow students to record or videotape the oral report for *La tâche finale*.



Skills

*Autour de nous 9** has been designed to achieve a balance of oral communication (listening and speaking), reading, and writing skills in the context of the broad-based theme of the media. Students develop skills to help them hone their abilities and become independent learners.

General language learning skills are integrated throughout the methodology of the program. In developing vocabulary and reading skills, students learn to read in context, make use of visual and auditory cues, and look for cognates and words of the same family. Reading for gist is encouraged. Effective use of the bilingual dictionary is stressed and students are encouraged to make use of the *Mon vocabulaire personnel* pages in the *Cahier* to build their own personal dictionary.

Communication skills are practised through the activities and tasks that students perform. To assist in developing aural comprehension and speaking skills, students are presented with models to use for appropriate intonation, non-verbal cues, gestures, clarification, and requests for help.

Technology

Current technologies are incorporated throughout *Autour de nous 9**. Students discuss their knowledge of technology and how they use it. They are encouraged to use computers, the Internet, e-mail, video cameras, and other technologies available to them.

The Pearson Web site (www.pearsoned.ca/school/fsl) contains more information on the *Info-culture* reading selections and on the themes. The use of technology, such as our Web site, promotes technological skills as well as literacy. It is also highly motivating because it is interactive.

It is recognized that not every student will have access to a computer for designing the Web page in Unit 1. A paper copy which the student can present and describe in the same way as an actual Web page is acceptable. If a video camera is not available for Unit 2, students can still script, storyboard, rehearse, and present a scene from a television program.

Assessment and Evaluation

Assessment and evaluation are central to the *Autour de nous 9^e* program.

Assessment is the gathering of information that reflects student achievement and allows the teacher to provide feedback. **Evaluation** is the assigning of a value to represent the quality of the work.


Oral Activities

Dialogues, interviews, and presentations may be assessed during in-class rehearsal. If a live presentation is taking place, it can be evaluated according to the rubric provided and a copy of the evaluation placed in the student's portfolio. You may wish to have students record these presentations on audio or videocassette and submit them for evaluation.

Students are given the opportunity to demonstrate their learning by performing a variety of authentic tasks. They should be given several opportunities to practise skills that respond to specific expectations before they are evaluated. Students should receive feedback and have the opportunity to polish or re-do an assignment before it is formally evaluated.

Assessment and evaluation in *Autour de nous 9^e*:

- Diagnostic assessment may be done at the teacher's discretion to verify that learning is taking place. In the program, the sections *As-tu compris?*, *Activités orales et écrites*, and *Application* in the *Livre*, as well as the *Exercices de renforcement* and the listening and writing activities in the *Cahier* can all be used for diagnostic assessment. Since diagnostic assessment does not refer to specific expectations but to steps along the way, no rubrics have been provided.
- Low-end formative assessment should be done on a daily basis, perhaps by using a checklist that identifies expectations encountered in routine situations. Examples are: speaking in French when working collaboratively, and observing the rules of pronunciation as students read aloud. While practising their new skills in *Application* and *Activités orales et écrites*, students receive feedback from the teacher so that they can identify areas that need special attention.
- High-end formative assessment and evaluation may be done when students have completed tasks that match specific curriculum expectations. In *Autour de nous 9^e*, these opportunities are typically the *À la tâche* activities, as well as some applicable exercises in *Activités orales et écrites*. Before formally evaluating these activities, it is important for you to do an interim assessment and provide feedback to allow students the opportunity to improve their work before the final submission. Rubric charts are provided in each unit to assist in evaluating the *À la tâche* activities and some of the *Activités orales et écrites*.

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- Summative assessment and evaluation of *La tâche finale* occur at the end of each unit in *Autour de nous 9*. The final performance task is generally presented as a portfolio of the *À la tâche* activities. The presentation includes a description of the contents of the portfolio and the ability to answer simple questions about the task. Portfolio assessment allows students to demonstrate formally that the new material has been successfully mastered. An evaluation rubric for *La tâche finale* is supplied at the end of the Teacher's Guide of each unit module. These rubrics are based on the Achievement Chart – Grades 9-10, French as a Second Language, on pages 46 and 47 of the Ontario Curriculum. In each unit, there are also student guidelines describing what should be done in order to succeed in the various tasks specifically assigned in *À la tâche* and in some *Activités orales et écrites*. These guidelines are provided in French as a black-line master, and in English within the text so that they can be shared with parents, counsellors, or school administrators who do not read French.

Assessment Options

In order to evaluate student skill-acquisition, teachers may use the respective rubrics to assess students' oral activities, *À la tâche*, and *La tâche finale*. These are performance-based assessment activities.

Another option is to use activities from the *Cahier* or from *Les fiches reproductibles* to evaluate language skills. These activities allow teachers to assign a value to the understanding and acquisition of language patterns, such as grammar, language structures, and vocabulary. Teachers will assess the activities that are most relevant to their students, and which best meet their evaluation goals.

In the Teaching Notes for each unit, teachers will find recommendations for Assessment Options in the program.