

# AIM Kit Correlations with Ontario Ministry Guidelines

Grade 9 - Ontario Curriculum AIM Kits Steps 1 and 2: <i>Jeunesse en action!</i>			Accelerative Integrated Methodology
	OVERALL EXPECTATIONS	SPECIFIC EXPECTATIONS	AIM Strategies that Support the Development of Skills at This Language Level
<b>A. L I S T E N I N G</b>	A1. Listening to Understand: Determine meaning in a variety of oral French texts, using a range of listening strategies.	<p>A1.1 Using Listening Comprehension Strategies: Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts.</p> <p>A1.2 Demonstrating Understanding: Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about themselves, family, friends, and their immediate environment, with contextual and visual support.</p>	<ul style="list-style-type: none"> <li>- In grade 9, the students hear (and speak) French for the entire class period with the teacher as the main language model, and with other students giving increasingly complex responses and questions, as well as providing a variety of accents.</li> <li>- Gesturing continues to be used appropriately in grade 9 to: review vocabulary and/or structures, to introduce new vocabulary and structures and to give support to the students who are in need of assistance. Students recognize and use these visual cues when needed, allowing them to interact in French and build on their learning.</li> <li>- Words introduced at this level continue to be selected specifically for their frequency, scope and reliability, and are part of what is termed Pared-Down Language (PDL). However, in grade 9, to add to this vocabulary bank, teachers take great care in selecting oral texts that have meaning to students of that age. As such, multimedia clips from a variety of Internet sites may be included in weekly programming. These are selected to appeal to students but also take into consideration language difficulty, containing enough known language for students to understand the text. They include words or structures that would be slightly beyond what they know, thereby inviting students to infer or deduce their meaning. After viewing, discussion of these new words would take place and the learning strategies would be added to anchor charts (e.g. families of words, contextual clues, etc.). Teachers also use think-aloud to share and model how to interpret the meaning of words or grammatical structures.</li> <li>- The technique of Teacher-Led Self-Expression (TLSE) allows students to visualize words and meaning, syntax, grammar (e.g. feminine forms, verb endings) and even more complex forms.</li> </ul>

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A2. Listening to Interact: Interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences.

A2.1 Using Interactive Listening Strategies: Identify and use interactive listening strategies to suit a variety of situations while participating in a variety of structured and guided interactions

A2.2 Interacting: Respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest.

A2.3 Metacognition:

(a) describe strategies that they found helpful before, during and after listening

(b) identify their areas of greater and lesser strength as listeners and plan steps they can take to improve their listening skills.

- Grade 9 students continue to benefit from the use of Teacher-Led Self-Expression (TLSE), which allows the teacher to engage their students to probe personal topics that have the most meaning to them, ranging from what is happening in the school, in the community or in the world. These topics are authentic and emerge from the students themselves as they either review words or are introduced to new ones and apply them to their own lives. For example, a word such as trop can become trop de bruit to trop de devoirs, to lead to a discussion of whether or not students should have homework. Because this is so authentic, students are engaged and willing to participate. From this participation, the teacher can determine what words to add to the word wall or the students may determine which words to add to their own vocabulary reference logs.

- Anchor charts and posters of strategies used in the classroom to build social respect for each other are displayed in the classroom. These strategies help students learn what showing respect, listening actively, taking turns and praising each other's accomplishments look and sound like. These techniques strongly encourage metacognition as students can identify what enables them to listen well, and can then take steps to improve their social and language-related skills.

- These strategies are added to as the year progresses, based on need and are done so contextually. For example, if a student wants to ask for clarification of another student's opinion but does not ask clearly, the teacher would then take this as a teachable moment and would ask the class: Comment est-ce que tu peux expliquer ton opinion ? Various ways could then be added to the chart.

<b>A.</b> <b>L</b> <b>I</b> <b>S</b> <b>T</b> <b>E</b> <b>N</b> <b>I</b> <b>N</b> <b>G</b>	<p>A3. Intercultural Understanding: using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities.</p>	<p>A3.1 Intercultural Awareness: Using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their culture, and make connections to personal experiences, their own and other communities.</p> <p>A3.2 Awareness of Sociolinguistic Conventions: Using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities.</p>	<p>- Cultural literacy in grade 9 is woven into the fabric of the lessons, be it through readers from AIM's La lecture en ACTION series, which include several stories based in other French-speaking countries (e.g. Haiti, North Africa, Martinique, Louisiana, Mauritius), or from stories from the National Film Board, songs from the Internet as well as personal stories from students in the class. All of these are used as oral texts to help students find out aspects of other parts of la francophonie, exploring its famous people, landmarks, cuisine and customs. From these oral texts, students are always asked to make connections to their own lives. Because the grade 9 age is so socially conscious, students' are particularly interested in learning about different pronunciation, word choices, differences and similarities to their everyday lives, from the way salutations are used to the time of day meals are taken. These discussions are easily made successful through AIM's techniques and strategies, such as Teacher-Led Self-Expression (TLSE) and the use of the Pared-Down Language (PDL), where appropriate.</p>
<b>B.</b> <b>S</b> <b>P</b> <b>E</b> <b>A</b> <b>K</b> <b>I</b> <b>N</b> <b>G</b>	<p>B1. Speaking to Communicate: Communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience.</p>	<p>B1.1 Using Oral Communication Strategies: Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences.</p> <p>B1.2 Producing Oral Communications: Produce prepared and spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support.</p> <p>B1.3 Speaking with Fluency: Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics.</p>	<p>- In grade 9, the AIM teacher continues to model and identify explicitly a range of speaking strategies for various purposes. These strategies can range from being in character during a play, using voice to persuade, creating suspense with one's voice and many other possibilities. AIM teachers provide many opportunities for students to use a variety of these strategies as they play different roles and use the French language daily and in varied contexts.</p>

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B2. Speaking to Interact: Participate in spoken interactions in French for a variety of purposes and with diverse audiences.

B2.1 Using Speaking Interaction Strategies: Demonstrate an understanding of appropriate speaking behaviour in a variety of situations.

B2.2 Interacting: Exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest, with teacher modelling and support as appropriate.

B2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills.

- During partner and group work, students are required to use French at all times in both rehearsed and spontaneous ways. They share information, ask questions, critique each other's work, co-create and deliver oral presentations dealing with a variety of topics from film reviews to issues dealing with poverty. They engage in Creative Improvisational Storytelling (CIS), play games such as Est-ce que tu as... ?, Quelle est la definition ? and Les contraires avec un(e) partenaire. At all times, the teacher observes and gives feedback when necessary, praising students when appropriate, making them aware of their errors and helping them correct these during this time, to help them build upon their skills. This way of error-correction even at the grade 9 level is individualized based on student need, with either the use of total or partial questions. In this way, the interaction that takes place allows them to improve their language skills. All work has ongoing oral component to it as French is spoken and heard at all times

- As the teacher observes, commonalities of mistakes and/or exceptional use of words are noted as students practise spontaneously. These are then brought to the attention of the whole class, as the teacher relates them to rules and/or previously acquired knowledge, using this information as a basis for the next step for improving spoken language skills (e.g. the correct use of the different forms of the past tense or imparfait). With the AIM, the past participles are taught by commonality of sounds (e.g. descendu, voulu, pu, and fini, mis, dit) and often an anchor chart of these is displayed in the classroom, so referring or adding to the chart is a strategy that is frequently used.

- In preparation for presentations, students identify what visual cues, gestures and resources would best help their audience understand their message. This holds true for the presentation of a play, story extensions or activities dealing with readers. Students are encouraged to think of what strategies will help to hold audience attention.

- After presentations, students use sentence starters such as Je pense que, je crois que, etc. displayed in the class to discuss strategies employed by the presenters to help the audience understand what was being said. They also increasingly use comparative and superlative adjectives and adverbs as they engage in deconstructing presentations, e.g. J'aime comment il parle plus doucement au moment où il annonce qu'il est coupable./Je crois que c'est excellent comment il parle fort, mais il ne crie jamais.

- As always, scaffolding is used in the AIM context, with the teacher building on what students know, to help them progress to the next step. This is very important as students work successfully and respectfully in cooperative situations to discuss topics on which there are divergent opinions.

<p><b>B.</b> <b>S</b> <b>P</b> <b>E</b> <b>A</b> <b>K</b> <b>I</b> <b>N</b> <b>G</b></p>	<p>B3. Intercultural Understanding: 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>	<p>B3.1 Intercultural Awareness: Communicate information orally about French-speaking communities in Europe, including aspects of their culture and their contributions to la francophonie and the world, and make connections to personal experiences, their own and other communities.</p> <p>B3.2 Awareness of Sociolinguistic Conventions: Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions.</p>	<p>- As students explore la francophonie outside Canada, they are asked to think critically, progressing from what the people eat in a certain area to the source of food in that area and what they do with it. Social constructs are explored, from the relationship of family members to their place in the world. Based on information gained about these countries, opportunities for exchanges are discussed and reasons for learning French as well as other languages are explored. AIM resources such as the cultural units within each core kit, the Cultural Literacy Packs, as well as our readers that focus on Francophone culture, contain opportunities for connections.</p> <p>- Students can be asked to present three Francophone places they would choose to visit and why. They can take other students on a virtual tour of other landmarks from these sites.</p>
<p><b>C.</b> <b>R</b> <b>E</b> <b>A</b> <b>D</b> <b>I</b> <b>N</b> <b>G</b></p>	<p>C1. Reading Comprehension: Determine meaning in a variety of French texts, using a range of reading comprehension strategies.</p>	<p>C1.1 Using Reading Comprehension Strategies: Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts.</p> <p>C1.2 Reading for Meaning: Demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate.</p> <p>C1.3 Reading with Fluency: Read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text.</p> <p>C1.4 Developing Vocabulary: Use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words.</p>	<p>- In AIM classrooms, students have the opportunity to engage in shared, guided and independent reading. A variety of forms of texts are used across each of these. Although the play with its carefully scaffolded vocabulary and grammatical structures forms the backbone text of the program, it is by no means the only text. In whole-class, shared-reading activities, the teacher selects different forms of texts that contain some familiar vocabulary and a text that is predictable, in order to: demonstrate awareness of the form of the text, develop a sense of story, plot, content, descriptive vocabulary and dialogue, teach and model reading strategies processes used by readers, and meet the needs of individual students.</p> <p>- During AIM guided reading activities, teachers provide introductions focused on meaning, with students accessing prior knowledge and experiences, relating the text and its particular form (e.g. a magazine excerpt, a poem, a log, etc.). During the guided reading, various levels of texts are used to meet student needs. Students read the entire text quietly, alone or with their partner or group, where they have the opportunity to use grapho-phonetic cues to recognize familiar words within larger words, and read with fluency and expression.</p>

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C2. Purpose, Form, and Style: Identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.

C2.1 Purposes of Text Forms: Identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms.

C2.2 Characteristics of Text Forms: Identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms.

C2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts;
- (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills.

C3. Intercultural Understanding: 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 conventions used in a variety of situations and communities.

C3.1 Intercultural Awareness: Using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their culture, and make connections to personal experiences, their own and other communities.

C3.2 Awareness of Sociolinguistic Conventions: Identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities.

- During their reading, students use the word wall, anchor charts and technological aids to help them with the vocabulary. Based on their reading, they add to their personal list of words.

- Students ask and answer questions that are not only based on comprehension and knowledge, but they also develop higher-order thinking skills and the ability to infer, predict and relate stories to their own lives. Students respond to the stories through personal and authentic discussions and activities. AIM teachers are encouraged to use literature circles as a means to engage their students in guided reading.

- AIM teachers are also encouraged to have a library of student written texts or published texts, which the students can read independently.

- When exploring a text focused on a French-speaking community, students engage in activities that help them explore the various aspects of that community. Official websites for various Francophone cities in Europe and across the world are used. Travel is discussed and the advantage of knowing French is promoted.

<p style="text-align: center;"><b>D.</b></p> <p style="text-align: center;"><b>W</b></p> <p style="text-align: center;"><b>R</b></p> <p style="text-align: center;"><b>I</b></p> <p style="text-align: center;"><b>T</b></p> <p style="text-align: center;"><b>I</b></p> <p style="text-align: center;"><b>N</b></p> <p style="text-align: center;"><b>G</b></p>	<p>D1. Purpose, Audience, and Form: Write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level.</p> <p>D2. The Writing Process: Use the stages of the writing process – including prewriting, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively.</p>	<p>D1.1 Identifying Purpose and Audience: Determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create.</p> <p>D1.2 Writing in a Variety of Forms: Write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form.</p> <p>D1.3 Applying Language Conventions: Communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation.</p> <p>D2.1 Generating, Developing, and Organizing Content: Generate, develop, and organize ideas for writing using a variety of prewriting strategies and resources.</p> <p>D2.2 Drafting and Revising: Plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies.</p> <p>D2.3 Producing Finished Work: Make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication.</p> <p>D2.4 Metacognition:  (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing;  (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills.</p>	<p>- In grade 9, the students continue to complete a variety of writing activities that are carefully sequenced to ensure success, with any newly introduced purpose and form of writing being carefully modelled by teachers during shared, write-aloud or modelled writing time. Examples of such activities include the writing of stories, journals, songs, text, letters, and descriptions of photos among many others. During these write-aloud activities, the teacher applies AIM strategies and techniques in order to: demonstrate effective writing elements of the particular form of writing, expand access to writing beyond students' abilities, develop writing strategies, introduce a variety of writing styles, model the connection between and among words, letters and sounds, and model clear communication. From this basis, guided writing takes place where students create their own writing with the teachers as the guide on the side. During this time, students work together, brainstorming ideas for the writing assignment, working on the format, building of each other's vocabulary and checking each other's grammar.</p> <p>- In grade 9, students build on their use of the past tense, using anchor charts showing patterning of past participles in the class.</p> <p>- As students work on their writing, the teacher continues to use Gestural Mirroring to assist students when they cannot think of the form of a verb, the appropriate use of adverbs or possessive adjectives in the plural in particular, or when they make any other type of error currently being targeted for improvement. Transitional words such as <i>ensuite</i> and <i>puisque</i> are commonly used in this technique.</p> <p>- Students also use technology and resources in the class to help them in their independent writing. After the initial draft, the teacher uses a familiar error-correction key (<i>Code de correction</i>) which serves to indicate where corrections need to be made. Based on this, improvements are made for the final product.</p> <p>- AIM teachers include stories published by the students in their own class library so that students are aware of the elements needed to produce a product for publication and therefore know the range of available resources to produce their best work.</p>
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D3. Intercultural Understanding: 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.

D3.1 Intercultural Awareness: In their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences, their own and other communities.

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in their written work.

In conjunction with readers, students complete activities to add to their repertoire of different forms of writing. Any summative activities are prefaced by co-created success criteria. When exploring texts dealing with la francophonie, students are asked to paraphrase, summarize and report information in a variety of forms and for different purposes, often presented to students in the form of choice boards.

## References

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*Jeunesse en action !*

*La culture en ACTION*

*La lecture en ACTION*

*AIM Action-Oriented Tasks Resource Book*

*AIM/CEFR Language Assessment Activities Package and Portfolio*