

# Program Overview



Teacher's Guide

## *Sans frontières 9<sup>e</sup>* Teacher's Guide

### **Program Overview**

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## Components Description

- *Livre* : In addition to the eight 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*.
- *Cabier*

## Introduction to *Sans frontières 9<sup>e</sup>*

### Goals

*Sans frontières 9<sup>e</sup>* is a program designed for students in Grade 9, French as a Second Language, Core French, Academic course (FSF1D). 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 *Sans frontières 9<sup>e</sup>* 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

*Sans frontières 9<sup>e</sup>* is based on the 1999 Ontario Curriculum for French as a Second Language, Core French, Grade 9, Academic. 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

### 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.

### Reading

Students are provided with a broad selection of readings, including dialogues, newspaper and magazine articles, letters, notes, descriptions, captions, instructions, annotated scripts, and reports. 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 written texts as resources for their other tasks.

In the presentation of language structures (*As-tu observé?*), model sentences are 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.

## Writing

Students develop the ability to write a variety of forms. These are sometimes modelled on the reading passages and, at other times, follow direction lines. 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 *Cabier*. Some formats in which students are asked to write include: descriptive paragraphs, letters, posters, brochures, newspaper articles, photo captions, 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 draw the student's attention to errors in French. The task should be evaluated only after students have received feedback and have had the opportunity to make corrections and polish the writing.

## Curriculum Correlation

The following chart shows where the expectations for each strand are met in the *Sans frontières 9<sup>e</sup>* program.

## Methodology: Structure of the Program

*Sans frontières* is made up of eight theme-based units. Within each unit, students are asked to perform or produce various thematically related activities (the *Activités orales et écrites*), which provide models for doing the *À la tâche* activities, which in turn 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 the *À la tâche* activities, rather than a new task. *La tâche finale* is a compilation and final polishing of the *À la tâche* activities done throughout the unit.

## Structure of a Unit

Each unit is introduced by a title page and a two-page launch:

- 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, discussing famous historical dates, environmental issues); in many others, there is a listening comprehension activity. New language structures are sometimes passively introduced in this opening activity.

Following the unit opener, each unit consists of three or more major teaching blocks that contain the following elements:

- *Avant de lire* is a pre-reading activity. As in the *Allons-y!* activity, it is designed to allow students to discuss their experience with the topic and to anticipate the material 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 dialogues, interviews, magazine articles, journal entries, news reports, and notes for an oral presentation. 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. It sums up the reading passages and is not meant to replace oral comprehension questions that you may want to ask as students are reading. The *As-tu compris?* questions can often 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 *Cabier* 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 (irregular adjectives); present a lexical item (*jouer à, jouer de, faire de*); or extend the *As-tu observé?* sections (the passive introduction of the *imparfait* of *être*).
- *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 sometimes have a corresponding activity in the *Cabier*.
- *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 *Cabier*, where appropriate. An evaluation rubric is provided at the end of each unit for the *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 eight units in *Sans frontières 9<sup>e</sup>* follow the same basic pattern. At the end of each unit, students are required to do *La tâche finale*, a presentation of the portfolio or of the final *À la tâche* activities. 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.

Evaluation rubrics are provided at the back of the Teacher's Guide for these presentations.

## Unit Content

### Unit 1: Moi-même.com

- Students create a personal Web page. They describe themselves and discuss their interests.
- **Communication Skills:** Students create personal descriptions, both orally and in writing, discuss a daily routine, describe an ideal or a worst day, and create an ad for their Web page to announce a service or product.
- **Language Structures:** – present tense of reflexive verbs  
– irregular adjectives  
– *jouer à, jouer de, faire de*
- Performance-based task (*La tâche finale*): An oral presentation of a Web page, including a personal description, a description of either an ideal or a worst day, and an advertisement for a service or a product. (Note: The Web page does not have to be an actual computer Web page.)

### Unit 2: Cris et frissons

- Students unravel a thrilling, non-violent computer mystery, and then create their own mystery game.
- **Communication Skills:** Students plan a mystery party to solve a non-violent crime; they choose the place, time, and details for a party and invite a friend to attend; then they choose a crime, create suspect descriptions, and describe the scene. Students practise writing paragraphs.
- **Language Structures:** – *passé composé* of irregular verbs  
– verbs followed by *à* or *de* and an infinitive  
– irregular adjectives (re-entry)
- Performance-based task (*La tâche finale*): In groups, students present the elements of their mystery party: an invitation to the party outlining the place, date, and time; an identity card describing one of the suspects; a police report and map of the crime scene.

### Unit 3: Les grands monstres

- Students rediscover classic movie monsters. This assists them in the production of a press kit for an imaginary monster movie of their own creation.
- **Communication Skills:** Students create dialogues, write interview questions, and practise interviewing; they give an acceptance speech at an award ceremony; and create and dramatize a scene from their own monster movie. They practise paragraph writing by learning how to use interrogative words to organize and write a report.
- **Language Skills:**
  - *passé composé* with *être*
  - adjectives (re-entry)
  - comparative and superlative forms of adjectives (re-entry)
  - interrogative words and expressions
- Performance-based task (*La tâche finale*): An oral presentation of a press kit for students' own monster movies made up of one item each from the following list: a scene from the students' monster movie *or* a radio advertisement for the movie; a summary of the students' monster movie *or* of a werewolf movie; a poster advertising the students' monster movie *or* a poster advertising a product tie-in with the students' monster movie.

### Unit 4: Sur la piste de la tomate carrée

- Two young people try to find a solution to a problem. Students work on solutions to other problems and create a report using the scientific method.
- **Communication Skills:** Students create dialogues, identify problems with certain foods, and propose solutions; they create ads for new food products; and they debate the pros and cons of genetically modified crops; they practise report writing.
- **Language Structures:**
  - *futur simple* of *-er*, *-ir*, *-re* verbs and of some irregular verbs
  - conjunctions *et*, *mais*, *ou*, *donc*, *car*, *c'est-à-dire*, *d'ailleurs*
- Performance-based task (*La tâche finale*): An oral presentation of a report outlining a problem, a possible solution, the steps to implement the solution, and a conclusion.

## Unit 5: Aventure en tempomobile

- Students read about the adventures of two teenage time travellers. They imagine and write about their own time travels and they bring back a souvenir from one of their journeys to the class.
- **Communication Skills:** Students imagine and write about the lives of people from the past; they discuss different time-travel destinations; they discuss preparations for time travelling; they dramatize the reactions of people from the past to time travellers; they discuss preparations for travelling on the Titanic; and they create a poster to advertise the Titanic's maiden voyage.
- **Language Structures:**– direct object pronouns *le, la, l', les* in affirmative and negative sentences
  - subject pronouns (*il, elle, ils, elles*) used to replace nouns
  - comparative and superlative of *bon* and *bien*
  - comparative and superlative of adjectives and adverbs with *plus* and *moins* (re-entry)
- Performance-based task (*La tâche finale*): The oral presentation of a time-travel trip based on a journal description.

## Unit 6: Soirée des étoiles

- Festivals, artistic expression, and artists set the tone in this unit. Students organize and host an arts festival at their school. They create publicity, biographies, and presentations of a variety of artists and art forms.
- **Communication Skills:** Students persuade a friend to attend an art fair; they write a letter inviting an artist to the fair; they interview the artist; they create a radio ad publicizing the fair; they learn how to describe different art forms, artists, artisans, and musicians; and they present an artist to the class. Students practise pronunciation and letter writing.
- **Language Structures:**– indirect object pronouns *lui* and *leur* in affirmative and negative sentences
  - regular and irregular adjectives (re-entry)
- Performance-based task (*La tâche finale*): An oral presentation of an artist, musician, or artisan, including a description of the type of art, music, or craft, and biographical information.

## Unit 7: Canal animal

- Students explore and report on their animal stories for a television station. They discuss the selection and care of pets, animal rights, and animal health issues.
- **Communication Skills:** Students research and write about how to take care of a pet; they write a news report; they role-play reporters, and conduct interviews, and ask for opinions; they discuss animal rights. Students practise intonation.
- **Language Structures:** – *y* and *en*
  - interrogative words and expressions
- Performance-based task (*La tâche finale*): An oral presentation about an animal, including a description of its habitat, food, age, physical characteristics, and guidelines for taking care of it.

## Unit 8: La vie en vert

- Students explore the quality of the environment in their community. They take steps to encourage members of the community to take action on this issue.
- **Communication Skills:** Students propose solutions to environmental problems; they debate the pros and cons of logging; they create an answering machine message for their environmental group; they create publicity for an event to publicize their environmental cause; they present their environmental cause, including proposals for taking action and plans for a publicity campaign.
- **Language Structures:** – disjunctive pronouns
  - relative pronouns *qui* and *que*
  - imperative (re-entry)
  - *futur simple* (re-entry)
- Performance-based task (*La tâche finale*): An oral presentation about an environmental problem, explaining the importance of taking action; a possible solution; and a publicity campaign to draw attention to the environmental problem.

## Teaching Strategies

There are many imaginative and motivating activities intended to engage the learner throughout *Sans frontières 9<sup>e</sup>*. While some of the *À la tâche* activities are challenging, most students will successfully complete them if provided with ample preparation and practice. Just as there are many different teaching styles, we should also bear in mind the many different learning styles. 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 learners' 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 the 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 *Sans frontières 9<sup>e</sup>* 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. *Sans frontières 9<sup>e</sup>* 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 teaching vocabulary acquisition skills.

- 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 out of context can frequently defeat the purpose of good vocabulary development.

## **Process Writing**

*Sans frontières 9<sup>e</sup>* 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 three 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 47–48 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 with

## 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

- Encourage students to identify cognates and familiar words during the reading passage.
- 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.
- Help visual learners by writing sentences that illustrate the unit language structure(s) on Bristol board, then by cutting 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.
- Have students answer the comprehension questions, quizzes, word-search puzzles, and crossword puzzles created by their classmates as enrichment activities.
- 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 student success and opportunities for practice.
- Allow students to record or videotape the oral report for *La tâche finale*.

## Skills

*Sans frontières 9<sup>e</sup>* has been designed to achieve a balance of oral communication (listening and speaking), reading, and writing skills in the context of a thematic approach. 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, to make use of visual and auditory cues, and to 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 *Cabier* 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 *Sans frontières 9<sup>e</sup>*. 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 use of technology, such as our Web site ([www.pearsoned.ca/school/fsl](http://www.pearsoned.ca/school/fsl)), 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.

## Assessment and Evaluation

Assessment and evaluation are central to the *Sans frontières 9<sup>e</sup>* program.

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

## 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 *Sans frontières 9<sup>e</sup>*:

- **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 the 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 *Sans frontières 9<sup>e</sup>*, 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*.
- **Summative** assessment and evaluation of *La tâche finale* occur at the end of each unit in *Sans frontières 9<sup>e</sup>*. 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. 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.

## Testing Package

- **Testing black-line masters** have been provided in each Teacher's Guide for summative evaluation. For each unit, there are three tests, one per strand (oral, writing, reading). The scripts for the oral tests have been recorded on CD.