



PED 4141 Curriculum Mapping Report

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What is curriculum mapping?

Curriculum mapping is a guide to teaching and learning a subject area(s) within a program from start to finish. In Ontario, curriculum mapping, also referred to as long range planning, is required by law in the Education Act, regulation 298 and administrators often request plans in September or October. As a teacher, you will be engaging in this ongoing process that gives you the opportunity to draw on your strengths and creativity in the curriculum decision making process. Driven by curriculum policy and students' best interests, you will design the trajectory of learning for a subject(s) that enables students to develop competencies and confidence. This summative task will allow you to document the alignment of program aims with overall expectations, evidence criteria, assessment of, for, and as learning tasks, instructional strategies and materials. The steps below are meant to guide you. The work of curriculum mapping is multifaceted and isn't necessarily linear; however, you do want to work with the tenets of backward design and always have the end in mind.

STEP ONE - Identify Program Aims for Subject Area - DONE

In this step, you need to identify the program aims for the subject area, which are linked to the standards of the curriculum. In Ontario, standards are called Overall Expectations (OEs). While curriculum documents in Ontario vary from subject area to subject area, as they are conceptualized by different curriculum writing teams, you can begin by reading the introduction (sometimes called "front matter") to your subject area's guide to gain insight into the program aims and what competencies and/or major themes have been identified as important in the program of study for a subject. You may find it useful to mark pages that offer diagrams of the layout of the curriculum and its aims so that you can add these to your tool box.

STEP TWO - Vertical and Horizontal Mapping - DONE

This step involves some research to gain a vertical and horizontal view of your students' learning landscape. The vertical mapping involves learning about what students have been expected to accomplish in the grade before (and perhaps what they actually did if you have access to that information) and what they will be expected to do in the grade after in the subject you will be teaching. The horizontal mapping involves learning about all the other courses in a grade that students will be taking. Cross-curricular planning is

often seen in Primary and Junior settings, and perhaps less so in Intermediate and Senior settings. Whatever grade level you are teaching, our work in understanding what else your students will be learning about opens up the possibility of taking advantage of connections and opportunities.

STEP THREE - Unpacking Overall Expectations & Specific Expectations - DONE

Now that you have gained insight into your program aims, how the strands and overall expectations work together, and the vertical and horizontal layout of the learning landscape for your students, you can begin to determine your instructional sequencing. In this step you will begin to unpack the Overall Expectations and the Specific Expectations that go with them by reading through the whole curriculum.

Ontario teachers are legislated to assess and evaluate Overall Expectations and to use the Specific Expectations to plan instruction. While doing this deep reading, you can begin to group together Overall Expectations that may naturally go together to help make connections. In some cases, there will be a particular strand in the curriculum that is meant to span across all of your instructional sequences. To help you determine your instructional sequencing, you may want to work with sticky notes, a spreadsheet, or another strategy that will help you to work with the Overall Expectations and move the pieces of your curriculum puzzle around. This step involves careful planning, as you need to determine a logical sequence for developing the students' skills and content knowledge within a subject area. You will need to subdivide the subject content into teachable topics, units, skills, concepts, or themes and begin to develop your Essential Questions for each instructional sequence). You will also need to decide how long you will spend on each unit.

Please note that you are not carrying out the work of lesson planning here. Rather than providing the sequence of activities, student groups and resources used, you will just focus on recording what content and skills will be taught and when.

STEP FOUR - Timeline - DONE

In this step you are going to lay out your map for the entire term or school year, depending on the context of your learning setting (e.g., division you are teaching, full year vs. semester system, hybrid quad masters for pandemics...). Here you should consider how you will block out the year into manageable sections (terms, major themes, or months). Next, determine a logical sequence for developing students skills and knowledge of the Overall and Specific curriculum expectations, and divide these into units. Consider how long you should spend on each unit. Be sure to build in school holidays, EQAO assessments, wiggle room for snow days, global pandemics, etc!

STEP FIVE - Class Profile - DONE

This step involves getting to know the students in your class. Your aim is to gather information about the readiness, interests, and learning profiles of the students in your class. You will also need to be aware of any students with IEPs to record their strengths, needs, and any accommodations and modifications. Ideally, you would use this information to create a class profile, as recommended in *Learning For All* (2013). This information about your students will help you decide on which strategies you might use for assessment and instruction. Moreover, this information will help you to develop units that are culturally relevant, critically engaging and connected to their everyday lives.

Limitations in regards to COVID 19: We understand that with the current situation developing a class profile this may be very challenging. If you are at the OCSB, you hopefully can gather the information like you would during any other year. If you are not in a classroom though or in an unusual placement, you are likely going to be very dependent on your Associate Teacher. Being respectful of their workload, you can perhaps schedule a time to learn about the students, as this would also be useful for your practicum. If you are not in a placement, you could develop a class profile based on the students you had last year and use this profile to think about your curriculum mapping work.

STEP SIX - Evaluation Criteria - DONE

In this step, you need to identify your evaluation criteria for each instructional segment. To develop this criteria, you'll want to use both the Specific Expectations and the Achievement Chart. As noted in Step 3, you will be assessing Overall Expectations rather than Specific Expectations. Specific Expectations provide a more detailed description of the knowledge and skills students will need in order to be successful in achieving the Overall Expectations, and this information will guide your day-to-day teaching.

The information and direction provided in the Specific Expectations are invaluable when linked to the Achievement Chart and its four areas of competency demonstration: Knowledge and Understanding (K/U), Thinking (T), Communication (C), and Application (A). The Specific Expectations and Achievement Chart can be used together to write evaluation criteria to ensure that students are successfully developing the competencies needed to fulfill the Overall Expectations. Don't forget that during each step, you need to constantly be circling back to ensure that curriculum, assessment and instruction are aligned (stool metaphor). Additionally, you can look ahead to Step Nine and begin to jot down possible ideas, resources and materials.

STEP SEVEN - Assessment of Learning, Pre-Assessment, Assessment for Learning, & Assessment as Learning - DONE

This step involves identifying your assessment strategies, including Assessment for, as and of learning. Assessment of learning strategies, sometimes called summative tasks, drive your instruction and thus need to be identified for each instructional unit. These can take various forms such as exams, case studies, research essays, portfolios, performance tasks, projects, and more. You will also want to determine what pre-assessment (diagnostic) strategies you will use to help plan instruction, as well as what assessment for and as learning strategies you will use to check for student understanding. The assessment for and as learning tasks, also referred to

as formative assessments, can vary greatly, including self-check quizzes, classroom activities as guided practice, independent activities as homework, collaborative learning situations or even simple partner-pair-share activities.

STEP EIGHT - Review, Revise & Refine - DONE

In this step you want to carefully review each of your units and cross check that you have worked through all of the Overall Expectations while staying on target to accomplish the aims of the subject's program. Curriculum mapping is an ongoing process designed to improve student learning. Here you have the opportunity to revise or refine Essential Questions for each of your units while also considering what the overarching Essential Question may be for the subject/course that you can use to engage learners in your first class.

STEP NINE - Nuts & Bolts - DONE

You are now ready to move onto the nuts and bolts of planning, which will operationalize the learning situations for your students. Some of this information may already have come to mind during the curriculum mapping process; hopefully, you've already begun to jot these ideas down. Now it is time to determine which materials you will use for each unit and how you will facilitate the learning situations you've mapped out. These learning situations should allow students to build their skills and knowledge in line with the assessment of learning tasks. You may still be at the early stages of developing these details, but you can begin to record your ideas. This marks the transition point from curriculum mapping to C&A/Lesson planning, which should be easier now that you have an fulsome understanding of the "big picture" for the year.

PED4141 Curriculum Mapping for Grade 10 Core French Academic - FSF2D

A. Rationale for the Course

Provide an overall rationale for your Curriculum Map that includes how you have considered the program aims for the subject area and how these aims connect to the curriculum's standards in terms of its strands/overall expectations. Additionally, in your overall rationale, please include your findings in regards to vertical and horizontal mapping.

STEP ONE - Identify Program Aims for Subject Area

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture worldwide. They will communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will advance their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. Exploring various themes, students will use critical thinking skills in discussion, their analysis and interpretation of texts, and their writing.

Credit Value: 1

Developed from: The Ontario Curriculum, Grades 9-12, French as a Second Language – Core, Extended and Immersion, 2014

STEP TWO - Vertical and Horizontal Mapping

The prerequisite for this course is **Core French, Grade 9**, Academic or Applied and the course that follows is **FSF3U (Grade 11 Core French)**

Prior Knowledge required in general :

-Students should have improved their skills in listening, speaking, reading, and writing by using language learning

strategies introduced in the elementary Core French program and in Grade 9.
 -Students should be familiar with the various tenses such as the present, past and future tenses.
 -Students should have a good vocabulary and be ready to improve it.

As students progress to the next step (Grade 11), they will have acquired the skills to interact in real-life situations in French with greater independence. They will be able to demonstrate their critical thinking skills by responding to and exploring various oral and written texts. In Grade 11, students will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

B. Timeline and Instructional Sequencing

Questions to consider:

- How many weeks/months/days/minutes per block of instructional time are dedicated to each strand?
- How often is the program/course taught each week and how long are the instructional blocks?
- How much time have you built in for course review, preparing students for their summative tasks, etc.?
- Have you built any “wobble room” in for EQAO prep, snow days, pandemics etc.?

STEP FOUR - TIMELINE

Unit/Strand	Time (approximately)	Rationale
Unit 1 - Ma famille et Ma maison (My family and Life at home) Strands	25 Hours Approx (About 4 weeks with 75 minutes periods daily)	<i>Essential Question:</i> What strategies can help a second language speaker in listening and conversation? Students will be able to understand and exchange information about themselves, their families and friends (including household pets). Students will start by revising vocabulary to describe appearance and personal characteristics. They will talk about their family saying how many members there are in

<p>A - Listening B - Speaking C - Reading D - Writing</p> <p>All of the above strands will be used at some point in the Unit because they are the foundational skills of Language Learning. They align with the CEFR as well.</p>		<p>their family and trying to describe them briefly. Vocabulary related to family relationships (including verbs such as se ressembler, s'entendre, se disputer, avoir de bons rapports...) will be learned. They will also talk about their pets. They will learn how to describe their home and neighbourhood and also speak about the household chores they are assigned to at home and describe their routines.</p> <p>The final task will be designing a poster about my family and life at home. Presenting it to the class and having a mini-conference with the teacher to answer questions about it. Additionally there will be a grammar written test.</p> <p>Language Structures: Review of passé composé/présent, Conjunctions (quand, lorsque, dès que, cependant, car, donc), linking words (c'est-à-dire, après tout, en effet). This unit will act as an icebreaker and students will get acquainted and learn more about each other.</p>
<p>Unit 2 - La Francophonie (The Francophone Community)</p> <p>Strands A - Listening B - Speaking C - Reading D - Writing</p>	<p>25 Hours Approx (About 4 weeks with 75 minutes periods daily)</p>	<p>Essential Question: How do language and culture define and contribute to identity?</p> <p>Students use information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., from their reading of advertisements and promotional material, identify some culturally significant practices related to events in French-speaking communities in various countries, such as Switzerland, Belgium, or Canada.</p>

<p>All of the above strands will be used at some point in the Unit because they are the foundational skills of Language Learning. They align with the CEFR as well.</p>		<p>The final task will be Research and Presentation on a French Speaking Country.</p> <p>Language Structures: Students will review prepositions of place and vocabulary related to "La Francophonie," the French-speaking world. Students will practice listening skills and will research and present on a Francophone country.</p>
<p>Unit 3 - Le Monde du Travail</p> <p>(Work and the Wider World)</p> <p>Strands A - Listening B - Speaking C - Reading D - Writing</p> <p>All of the above strands will be used at some point in the Unit because they are the foundational skills of Language Learning. They align with the CEFR as well.</p>	<p>25 Hours Approx</p> <p>(About 4 weeks with 75 minutes periods daily)</p>	<p><i>Essential Question:</i> How does knowing our strengths and weaknesses allow us to prepare for future jobs?</p> <p>This unit has students explore possible job opportunities and how their interests can be an indicator of a career choice. They will be able to exchange information and opinion about any work experience they have had. Students become familiar with relative pronouns and the superlative. They will also learn how to incorporate these grammar concepts to express their ideas and opinions. Students will also learn key research skills related to finding employment and how to describe the skills that they have. They also practice their listening, speaking and oral communication skills to further develop their French abilities.</p> <p>The final task will be a job interview with the teacher in French and designing a resume in French.</p> <p>Language Structures: The future tense and particularly its use after <i>quand</i>. Superlatives and Comparatives.</p>

<p>Unit 4 - Actualités (Current Affairs)</p> <p>Strands A - Listening B - Speaking C - Reading D - Writing</p> <p>All of the above strands will be used at some point in the Unit because they are the foundational skills of Language Learning. They align with the CEFR as well.</p>	<p>25 Hours Approx (About 4 weeks with 75 minutes periods daily)</p>	<p><i>Essential Question:</i> What is the role of media in our society, and how can we become responsible consumers and producers of news and information in the digital age?</p> <p>In this unit, students will learn to comment about news, speak of different forms of becoming informed and decode news. In communication, students will debate, express opposition and concession. Vocabulary development will follow the themes of media, news, rubrics, information, and brainwashing.</p> <p>The final task will be to record a news flash on FlipGrid and write down constructive criticism comments on at least 3 of your peers' videos</p> <p>Language Structures: Gérondif, concordance of tenses to speak about events in the past.</p>
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Commented [1]: strong essential questions

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C. Curriculum Mapping

STEP THREE - Unpacking Overall Expectations & Specific Expectations

STEP SIX - Evaluation Criteria

STEP SEVEN - Pre-Assessment, Assessment For Learning, Assessment As Learning & Assessment Of Learning

Strand & Unit Title	Overall Expectation(s)	Essential Question and related "big ideas"	Evaluation Criteria (Achievement Chart & Specific Expectations)	Assessment Evidence (of, for, & as learning)	Ideas for authentic learning experiences & teaching and learning resources
Unit 1 - Ma famille et Ma maison	A1.Listening to Understand A2.Listening to Interact B1.Speaking to Communicate B2.Speaking to Interact C1.Reading Comprehension	E.Q: What strategies can help a second language speaker in listening and conversation? Big Ideas note key information when listening to aid understanding; visualize elements of the text while listening to help them remember content; make predictions before a listening task and confirm them during and after the task; identify what they know about a topic before listening to a text; make connections to personal experiences	A1.1 Using Listening Comprehension Strategies: [KU] A1.2 Demonstrating Understanding [T/A] A2.3 Metacognition [T] B1.1 Using Oral Communication Strategies [KU] B1.2 Producing Oral Communications [C/A] B2.3	Pre-Assessment Diagnostic Test AfL KWL chart Questioning Set personal goals for listening and oral skills AsL Listening Ex Oral discussions Exit Tickets	(Highlight the fact that they are not to use google translate) Bescherelle online for verbs BonPatron for grammar and Vocabulary correction Le Robert/ Larousse for dictionary purposes Linguee/Word reference as options for bilingual dictionary Google Drawings Extension on Chrome

	<p>D1. Purpose, Audience, and Form</p> <p>D2. The Writing Process:</p>	<p>and opinion</p> <p>(a) describe strategies 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</p> <p>identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p> <p>produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of academic, personally relevant, and familiar topics, with contextual, auditory, and visual support as appropriate</p>	<p>Metacognition [T]</p> <p>C1.4 Developing Vocabulary [KU]</p> <p>D1.2 Writing in a Variety of Forms [T/A]</p> <p>D2.1 Generating, Developing, and Organizing Content [T/C/A]</p>	<p>AoL</p> <p>Designing a poster Mini-conference with the teacher Grammar Test (Observation, Conversation, Student Product)</p>	<p>Microsoft Paint</p> <p>Idello</p> <p>https://www.infos-ados.com/</p> <p>Review for Grammar Test on Ortholud</p> <p>To practice oral skills at home: Duolingo and Rosetta Stone are recommended</p>
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		<p>describe strategies they found helpful before, during, and after speaking to communicate effectively; identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills</p> <p>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 and expressions</p> <p>generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources</p>			
Unit 2 - La Francoph	A3. Intercultural Understanding	E.Q: How do language and culture define and contribute to identity?	A3.1 Intercultural Awareness A3.2 Awareness of Sociolinguistic	Pre-Assessment Concept Map AfL	(Highlight the fact that they are not to use google translate)

<p>onie</p> <p>(The Francophone Community)</p>	<p>B3. Intercultural Understanding</p> <p>C3. Intercultural Understanding</p> <p>D3. Intercultural Understanding</p>	<p>Big Ideas</p> <p>using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</p> <p>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>Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal</p>	<p>Convention [KU]</p> <p>B3.1 Intercultural Awareness [C]</p> <p>C3.1 Intercultural Awareness [KU/T]</p> <p>C3.2 Awareness of Sociolinguistic Convention [KU/T]</p> <p>D3.1 Intercultural Awareness: [T/C/A]</p> <p>D3.2 Awareness of Sociolinguistic Conventions [T/C/A]</p>	<p>KWL chart</p> <p>Strategic Questioning</p> <p>Set personal goals</p> <p>Think-Pair-Share</p> <p>AsL</p> <p>Listening Ex</p> <p>Oral discussions</p> <p>EdPuzzle on countries</p> <p>Grammar quizzes</p> <p>Graphic Organizer</p> <p>Exit Tickets</p> <p>AoL</p> <p>Research, Slidedeck and Presentation</p> <p>(Observation, Student Product, Conversation)</p>	<p>Bescherelle online for verbs</p> <p>BonPatron for grammar and Vocabulary correction</p> <p>Le Robert/ Larousse for dictionary purposes</p> <p>Linguee/Word reference as options for bilingual dictionary</p> <p>Echo Film</p> <p>ONF Canada</p> <p>A lot of resources will be pulled from</p> <p>https://www.francophonie.org/ressources-pedagogiques-audiovisuelles-1209</p> <p>For slides deck:</p> <p>PPT,</p> <p>Google slides,</p> <p>Prezi</p>
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		<p>experiences and their own and other communities</p> <p>using information from a variety of French texts, identify French Speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</p> <p>identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French Speaking communities</p> <p>in their written work, communicate information about French Speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make</p>			<p>To practice oral skills at home: Duolingo and Rosetta Stone are recommended</p>
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		<p>connections to personal experiences and their own and other communities.</p> <p>identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work</p>			
<p>Unit 3 - Le Monde du Travail (Work and the Wider World)</p>	<p>A2. Listening to Interact</p> <p>B1. Speaking to Communicate:</p> <p>B2. Speaking to Interact</p> <p>C2. Purpose, Form, and Style</p> <p>D2. The Writing Process</p>	<p>EQ: How does knowing our strengths and weaknesses allow us to prepare for future jobs?</p> <p>Big Ideas</p> <p>restate key points to affirm understanding and show interest; ask for clarification when needed role-play a respectful negotiation to extend a curfew or review house or school rules;</p> <p>role-play</p>	<p>A2.1 Using Interactive Listening Strategies [KU]</p> <p>A2.2 Interacting [KU/C]</p> <p>B1.3 Speaking with Fluency [C]</p> <p>B1.4 Applying Language Structures [C/T]</p> <p>B2.2 Interacting [C]</p> <p>C2.2 Text</p>	<p>Pre-Assessment Skills conference with teacher</p> <p>AfL KWL chart Strategic Questioning Set personal goals Polls about jobs and future career</p> <p>AsL Admit Tickets Listening Ex Oral discussions One minute papers</p>	<p>(Highlight the fact that they are not to use google translate)</p> <p>Bescherelle online for verbs</p> <p>BonPatron for grammar and Vocabulary correction</p> <p>Le Robert/ Larousse for dictionary purposes</p>

		<p>a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; express necessity using the impersonal expressions “il faut que” and “il est important que” followed by the subjunctif présent of high-frequency verbs such as “être”, “aller”, “faire”, and “pouvoir”; compare hopes for future career paths with a peer</p> <p>Write a list of accomplishments, the use of chronological order, and events recounted in the third person inform the reader about the life of the subject of a biography)</p> <p>use a teacher- or student-generated checklist when revising grammar, spelling, syntax, and punctuation; use a variety of classroom and electronic</p>	<p>Features and Elements of Style [KU/T]</p> <p>D2.2 Drafting and Revising [T/A]</p>	<p>Grammar quizzes Exit Tickets</p> <p>AoL Job interview in French Resume in French (Observation, Conversation, Student Product)</p>	<p>Linguee/Word reference as options for bilingual dictionary</p> <p>View Interviews https://enseigner.tv5monde.com</p> <p>Help to prepare your resume https://www.quebec.ca/emploi/conseils-en-recherche-demploi</p> <p>https://www.frenchpod101.com/blog/2020/07/14/writing-a-resume-in-french/</p> <p>To practice oral skills at home: Duolingo and Rosetta Stone are recommended</p>
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		resources when editing and proofreading)			
Unit 4 - Actualités (Current Affairs)	A2. Listening to Interact B2. Speaking to Interact C2. Purpose, Form, and Style D1. Purpose, Audience, and Form:	EQ: What is the role of media in our society, and how can we become responsible consumers and producers of news and information in the digital age? Big Ideas During a student-teacher conference, explain how they self-monitor their listening skills; outline the steps they used prior to, during, and after listening to a recorded text. ask questions for clarification or to elicit further information; acknowledge opinions of others using respectful language; with a peer, identify and discuss the messages presented in media texts; identify the purpose(s) and characteristics of a variety of text forms,	A2.3 Metacognition [T] B2.2 Interacting [C] C2.1 Purposes and Characteristics of Text Forms C2.2 Text Features and Elements of Style [C/A] D1.1 Identifying Purpose and Audience [T/A]	Pre-Assessment Four Corners Carousel Brainstorm AfL KWL chart Strategic Questioning Set personal goals Small group discussions AsL Wonder Box Listening Ex Oral discussions Grammar quizzes Exit Tickets AoL Using FlipGrid to do a NewsFlash. Commenting on peers' videos. (Observation, Conversation, Student Product)	(Highlight the fact that they are not to use google translate) Bescherelle online for verbs BonPatron for grammar and Vocabulary correction Le Robert/ Larousse for dictionary purposes Linguee/Word reference as options for bilingual dictionary FlipGrid Edpuzzle TV5Monde.ca 1jour1actu on YOUTUBE Le presse de France

		<p>including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning</p> <p>identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning</p> <p>determine their purpose in writing and the audience for the French texts they plan to create (e.g., to discuss an environmental disaster in a newspaper article, to express and justify an opinion in response to a newspaper editorial or a film critique)</p>			<p>To practice oral skills at home: Duolingo and Rosetta Stone are recommended</p>
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Overall Expectations												
Units	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
Unit 1: Ma famille et Ma maison (My family and Life at home)	✓	✓		✓	✓		✓			✓	✓	
Unit 2: La Francophonie (The Francophone Community)			✓			✓			✓			✓
Unit 3: Le Monde du Travail (Work and the Wider World)		✓		✓	✓			✓			✓	
Unit 4: Actualités (Current Affairs)		✓			✓			✓		✓		

D. Class Profile

Class Profile for Grade 10 Core French

Students	Strengths/ Areas of Need	Instructional Strategies/ Adjustments in Instruction	Available supports and resources	Interests/ Other relevant information
Kate	Strengths Very athletic. When in class, does well in French Needs Misses a lot of class. Need to do check-ins via email regularly.	Needs to do check ins via email regularly as she misses a lot of class time.	She can catch up on her work through Edsby (school system used)	When in class, she does well in French.
Naira	Strengths Sociable Great organization skills	Needs to work on oral strategies	Give praises when speaks French without being reminded	Very good with technology.

	<p>Needs Has to be constantly reminded to speak French in the classroom</p>			
Isabelle	<p>Strengths Excellent speaking and listening skills. Needs Needs to improve emphasis on her writing skills.</p>	Needs to edit her work before submitting. Can also have a peer look at it.	Collaboration seems to be a bit difficult, so needs to put her in a group where she feels comfortable	Has attended French immersion from Grade 1 to 6.
Laura	<p>Strengths Hard working Very driven Needs Needs to work on all 4 skills but is very motivated</p>	Needs extra time according to IEP. (30 minutes extra for assessments)	Can ask her to work on duolingo at home and later on Rosetta Stone to improve speaking.	She wants to attend tutorials after school. A vocabulary list needs to be provided for written assessments.
Marcela	<p>Strengths Italian is first language so picks up quickly on French Needs Has difficulty to hand in work on time. Needs reminders.</p>	Need reminders on Edsby for her to hand in work on time. Need to send an email home when a test is scheduled.	Reminders	She is part of the student council, so sometimes can miss classes. Needs to get a note to explain why she is missing class.
Sophia	<p>Strengths Is excellent with</p>	Needs to be put in groups where she feels	Has to have mini-conferences with her to	She likes to type more than writing. Need to

	<p>technology and types fast.</p> <p>Needs Has trouble with participation and collaboration</p>	comfortable otherwise shuts down.	see how she is doing emotionally. Hates group work.	help her to write a bit more.
Ariana	<p>Strengths Athletic Is part of various clubs</p> <p>Needs Not very fond of French but parents want her to continue until Grade 12.</p>	Needs a lot of positive reinforcement.	Needs reminders to check her Edsby for updates.	Make sure to provide her with work/notes that she misses due to sport activities.
Rebecca	<p>Strengths Superior Listening Comprehension</p> <p>Strong Verbal Memory Strong Verbal Ability</p> <p>Needs Needs help with writing</p>	Needs an hour of extra time for assessments according to IEP	Provide positive reinforcement	Engage Rebecca in activities that she can demonstrate her knowledge through her strengths (oral presentations or orally testing)
Chyra	<p>Strengths Good writing and Listening skills</p> <p>Needs Very shy. Does not want to read aloud at all and speak in French in class</p>	Needs a lot of positive reinforcement and encouragement to speak target language	Encourage her to use Duolingo at home to practice	Very shy so mini-conferences with her are a must.

<p>Emma</p>	<p>Strengths Athletic, Sensitive, Wants to do well, Superior Listening Comprehension Strong Verbal Memory Strong Verbal Ability</p> <p>Needs Gets distracted easily Concentration period cannot be too long.</p>	<p>Establish clear and concise learning goals and instructions Break down assignment into tangible tasks with timelines Provide exemplars to serve as a model Provide frequent check-ins and allow Emma to clarify the instructions and the concepts orally Encourage Emma to talk out her learning</p>	<p>Provide breaks Develop a non-verbal cueing system to redirect her back to the lesson or task</p>	<p>When applicable, make sure that assignments and tests are well spaced. Use test formats like true/false, multiple choice, or matching whenever possible When feasible, provide Emma with opportunities to answer test questions orally and present projects instead of writing.</p>
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E. Weekly Progress Report

Date	Step	Exit Slip What were you able to accomplish this week? What went well? What challenges did you encounter? <i>(Jot notes or bullet points are fine!)</i>
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Sept. 24	Identify Program Aims for Subject Areas	<ul style="list-style-type: none"> ● It was pretty clear what was expected of me for the curriculum mapping. ● This week I have identified what course I will be working on, <i>Core French Grade 10 Academic, FSF2D</i>. ● I looked at the FSL Ontario Curriculum and figured out what the overall and specific expectations were for this course. ● The four strands for this course are <i>Listening, Speaking, Reading and Writing</i>. The curriculum recognizes the interconnectedness of these four skills: “If students hear it, they can say it. If students can say it, they can read it. And if students can read it, they can write it”. ● The prerequisite for this course is 110 hours of French Language instruction. ● My mapping will be done for a semester. ● Language and culture are not distinct; they are “strongly intertwined.” I will keep that in mind when mapping. ● I plan to use inquiry, problem-solving and critical thinking skills to navigate the French language and make connections within their daily interactions. ● I skimmed through the pages of the document and made a list of the language structures required to be taught. ● Some examples are <ul style="list-style-type: none"> - <i>personal object pronouns (me, te, nous, vous)</i> - <i>relative pronouns (ce qui, ce que, dont)</i> ● It should be interesting teaching this course as there are so many fun activities one can do. ● One challenge might be the different levels of French that will be present in the classroom and designing lessons to cater to all of them.
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Oct. 1	Vertical and Horizontal Mapping	<p><u>Vertical Alignment</u></p> <ul style="list-style-type: none"> ● Vertical alignment is the how and the when of what we teach. It's about linking lessons, skills and assessments together as a holistic experience. ● It connects not just between units in a class but also over the years of education and between the subject's students. ● Vertical alignment requires teachers to think beyond their classroom walls and collaborate with their colleagues. Together, they can organize around a better curriculum that focuses on developing those skills further, rather than repeating them over and over at the same level. ● In the FSL course that I have chosen to work on, the vertical alignment needs to be done according to the Grade 9 and Grade 11 Academic Curriculum. <p><u>Horizontal Alignment</u></p> <ul style="list-style-type: none"> ● The relationship between curriculum expectations and assessments ● The assessments concretely represent the standards, providing a target upon which teachers can focus their instruction and students can focus their studies ● Make assessments valid and reliable.
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Oct. 8	Unpacking Overall Expectations & Specific Expectations	<ul style="list-style-type: none"> ● The curriculum is the driving force behind the teaching and learning within a course. ● It is adapted to meet the needs of students, the style and personality of the teacher, and the mission and vision of the school community. ● Helps set clear instructional goals ● Helps to write assessments ● Overall Expectations - Is covered by assessment OF ● Specific Expectations - Covered by assessment For/As ● In the FSL course that I g=have chosen to work on, all 4 strands have their own specific and overall expectations. ● Each strand had 3 Overall and 3 Specific expectations, which are broken down into about 9 subcategories. ● When mapping the curriculum, I will ensure that I assess every curriculum expectation, evaluate every overall curriculum expectation twice, and make sure to have a consistent triangulation of observation, conversation, and student product for my evaluative tasks. I also ensure to have a balance of assessment “for, as, and of” in my classes.
Midterm Feedback from Professor	<p>Hi Ashweena, Good start with the first step; how did Steps 2 and 3 go? Did you work on them in a separate document? It would be great if you could provide evidence of your work for these weeks and update your weekly report.</p> <p>Work to date: Level 2 (to be upgraded once missing items have been included). Shari</p> <p>Oct. 27 - upgraded to Level 3</p>	

Oct. 15	Timeline	<ul style="list-style-type: none"> • I have chosen to teach the FSF2D course in a semester school, and the first semester spans over 90 days approximately not counting PD days and holidays. • It starts in September and ends in January. • It's about 110 hours for the whole course and 75 minutes daily. • I am planning to teach 4 units over these 110 hours. • Each unit will take about 25 hours and I will leave 10 hours as wiggle room for review, assemblies, snow days etc. • I am planning to have end of unit assessments for each unit (70%) and a summative task (30%)
Oct. 22	Class Profile (we recognize this could be a challenge this year; please describe what data you're using)	<ul style="list-style-type: none"> • The class profile is an important tool for the teacher. The document is a mapping of the learning preferences, strengths and needs of the class in a nutshell. • The class profile is used for the planning of effective instruction and assessment for all students in the class. • I have taught Grade 10 Core French twice in my career and I will be using data from the class that I had 2 years ago which was the last time I taught it. • The school is St Clements in Toronto. It is a CAIS school, and it is an all girls school. • It was a class of 10 students.
Nov. 5	Evaluation Criteria	<ul style="list-style-type: none"> • How am I going to evaluate my students? • I'll need the Specific expectations, the Overall expectations and the Achievement Chart • Assessment For and As - Specific Expectations. Helps to make sure that the students have the necessary skills and knowledge to complete the summative task • Assessment Of - Overall Expectations

Commented [3]: please fill in when you can. I didn't realize you taught at St. Clements!

Commented [4]: Best school I've taught so far! Loved every minute of it. Unfortunately we had to move from Toronto, otherwise I'd still be there! Martha Perry, best principal ever!

		<ul style="list-style-type: none"> • When planning my evaluation I need to make sure I am covering the KICA categories • Curriculum, assessment and instruction need to be aligned (stool metaphor).
Nov. 12	Assessment Evidence	<ul style="list-style-type: none"> • Evidence of assessment is key to my teaching. How do I know they got it? • Assessment helps me gather information about whether my students are learning and also make inferences about where they are in their learning. • It should be a combination of Observation, Conversation and Student Product.
Nov. 19	Review, Revise & Refine Nuts and bolts	<ul style="list-style-type: none"> • Great class as usual. I always look forward to this class. • Very productive group discussion about report cards. I figured that in my group nobody has written report card comments yet so I shared some of my experiences with them. • We also talked about establishing relationships with parents and how it should always start on a positive note. (sunshine calls) • We ended the class with reviewing, revising and refining our Curriculum Maps.

Commented [5]: great to hear!

Curriculum Mapping Assignment Rubric

	Level 4 (A+)	Level 3 (B to A)	Level 2 (C+ to B-)	Level 1 (C)	E
<p>Curriculum Mapping Assignment - Holistic Rubric</p> <p>Level 3 means that you have met the expectations for this assignment.</p>	Curriculum Mapping Steps are completed with a high degree of integration with program aims.	Curriculum Mapping Steps are completed with a considerable degree of integration with program aims.	Curriculum Mapping Steps are completed with some degree of integration with program aims.	Curriculum Mapping Steps are completed with limited degree of integration with program aims.	E
<p>Overall Rational & Rationale</p> <p>Provide a rationale for each unit and an overall rationale for your Curriculum Map that includes how you have considered the program aims for the subject area and how these aims connect to the curriculum's standards in terms of its strands/overall expectations. Additionally, in the overall rationale, please include your findings in regards to vertical and horizontal mapping.</p>	✓				
<p>Timeline</p> <p>Create a provisional timeline for teaching and evaluating one of the courses you will teach during your practicum (or one of your teachables if you are not teaching right now). This will include the breakdown of hours of instruction coinciding with each unit/strand of the course.</p>		✓			
<p>Instructional Sequence</p> <p>Describe the order in which your units will unfold. If your discipline has no themes/headings (e.g., English), suggest themes/unit headings. Design the course such that there is a progression of</p>	✓				

learning, where competencies build upon one another, if applicable.					
Strands/Unit Titles Provide the strands (if applicable) and titles for each unit.		✓			
Overall Expectations For each unit, describe the Overall Expectations as described in the Ministry documents (include numerical reference)		✓			
Essential Questions/Big Ideas State the Essential Questions and Big Ideas for each unit.	✓				
Evaluation Criteria For each unit, describe which criteria will be evaluated using the achievement chart (found in the curriculum documents) for your course. Include the categories of knowledge and skills (i.e., Knowledge and Understanding/ Thinking/ Communication/ Application) and the Criteria (i.e., subsets of knowledge and skills that define each category of knowledge and skills).	✓				
Assessment Evidence For each unit, list examples of formative and summative assessment tasks (e.g., performance, portfolio, essay, test, project, media production, self-assessment, reflection journal, and so on). Consider a variety of evidence to triangulate your assessment data (i.e., observation, conversations, and products) in order to increase the validity and reliability of your assessment.	✓				
Class Profile Create student and class profiles. Consider the following data that you might collect about your students: their learning styles and preferences (often referred to as a “learning profile”); their current place in the learning, or “readiness to learn”, with respect to the expectations of the particular subject and grade or course, as well as their learning strengths and areas in need of		✓			

improvement, their interests and talents; their socio-affective characteristics; and, the challenges involved in meeting their learning needs, and the supports that are required to address those needs (i.e., accommodations & modifications).					
<p>Ideas for authentic learning experiences & teaching and learning resources</p> <p>Now it is time to determine which materials you will use for each unit and how you will facilitate the learning situations you've mapped out. These learning situations should allow students to build their skills and knowledge in line with the assessment of learning tasks. You may still be at the early stages of developing these details, but you can begin to record your ideas. This marks the transition point from curriculum mapping to C&A/Lesson planning, which should be easier now that you have an fulsome understanding of the "big picture" for the year.</p>	✓				
Grade: 46/50					
<p>Feedback:</p> <p>Ashweena, your curriculum map is well organized and easy to follow, with many relevant details and resources.</p> <p>I hope you are able to implement this plan in your own classroom very soon :)</p> <p>Shari</p>					