



# Great Lakes Secondary School

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Mr. P. Wiersma Principal  
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## September 2018

### Grade Nine Academic French

Our plan to improve student achievement includes developing a culture of high expectations with support for students. This is based on our belief that all students can learn, progress, and achieve at high levels with time and support and a caring teacher.

All grade nine students will take grade nine academic French unless they are taking Ojibwe. Students will be supported in their learning, and instruction will be differentiated according to the needs of the students.

We believe that all students with prior elementary school French will be successful in grade nine academic French if they attend regularly and participate. Student work, engagement, and attendance will be monitored closely with parental contact for students who are not meeting course and class expectations.

#### Rationale:

- *Ontario's Education Equity Action Plan: 2017* indicates that the streaming of students into academic and applied courses results in poorer outcomes for students from low-income environments, Indigenous students, students with special education needs, etc. who are disproportionately represented in applied courses. Students in grade nine applied classes are less likely to graduate from high school.
- Changes have occurred in the French program that place more emphasis on students having the confidence and ability to use French effectively in their daily lives. As a result, the differences between academic and applied grade nine French have become less significant.
- Educational research and experience demonstrate that students are able to meet high expectations if the teacher, parent, and student believe that the student can meet these expectations. This is particularly true if the student believes that the teacher cares about him/her. It is also found that expectations remain high when students are in mixed ability groups rather than placing struggling students together.
- Previous experience with offering French exclusively at the academic level showed
  - Higher pass rates and level three and four achievement.
  - Better attendance.
  - More managed student behavior.
  - Greater student achievement and greater student equity.
  - A firmer academic foundation allowing greater success in subsequent courses.

Please feel free to contact your French teacher, Mme. Beland or Mme. Tope or school principal, Mr. Wiersma, if you have any questions or concerns.