

Differentiating Pre-College Education is a Necessity in Brazzaville

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Abstract: *The teacher's job is to take into account these peculiarities and use them to benefit the student's motivation and learning. Not to offer each student a particular path. This would be an impossible task and probably not motivating for the student. But to teach students to develop cooperation tools that will help them to progress and really individualize their learning. It is therefore a pedagogical revolution that we propose. But a revolution at hand, backed up by numerous examples and theoretical benchmarks in good generally mounted. Supported by numerous exercises and tests, the reader is in a personalized situation of pedagogical training. He can share it with his colleagues, or make this educational path that will allow a better consideration of the heterogeneity of classes and ultimately more academic success. A revolution that imposes to think tradition. It requires resistance to change, refoundation, evaluation of students, in relation to cooperation.*

Keywords: Differentiate, teaching, learning, need, Brazzaville

1. Introduction

If we consider that differentiation implements a set of diversified learning means that students can achieve by the way of variant objectives and common knowledge, the aim is to optimize the activity report of the student / learning developed. It is more generally during collective or group activities that the different variables can be played. Our experience in teaching tells us that it is possible to apply this strategy available to our students. However with a little fantasy and imagination.

The reality shows that even the youth development trajectory in adolescence, of the place of family and friends during this crucial period of their lives and values to which they adhere, youth 12 to 17 years of age have educational needs in relation to the mission of educating the Brazzaville school. But they also have personal and social needs, which are in line with the other missions of the school, that of socializing and qualifying. Educational needs: Young people want to carry out a study project that makes sense to them. For this, certain conditions are necessary, including committed, competent and attentive, a safe and healthy environment, an academic organization focused on students and their MTI s website and a curriculum that gives more meaning learning by students.

Of personal needs: Young people go through several stages of development that can sometimes make them vulnerable as individuals. Secondary schools must offer assistance, coaching and so appropriate yours. Social needs: The school must also be a pleasant, constructive and positive living environment. Young people aged 12 to 17 need to belong to a group and develop a sense of belonging to the school. Pares activities the specific educational projects, student representation structures and places of engagement are so many opportunities to meet those needs. To accommodate the needs of young teacher should show will and creativity and rational as Tomano Marion said.[1] We also want to point out that the black series in official exams is not the only form under which school failure manifests itself. There is also the non-passage rate in the upper class. "The level of

repetition is relatively high. This is what Mr. Leclerc mentions in these terms : the repetition rate is high, at 28.2% in elementary school, with a pronounced increase in grade 3, compared to 38.5%. Out of 100 students admitted in pr e Mière year, three-fifths will repeat at least once until the end of the cycle. Evaluate Mr Jacques Leclerc in his article online. " [2] In this article we have developed an example of a concrete lesson for the application of differentiated pedagogy.

Example of a differentiation intervention with Ann Carol Tomlinson's strategy

The pedagogy session differentiated by the learning contract strategy (the formation of the soil.)

By definition, the apprenticeship contract is an act that engages the pupil and the educator is a precious means to specify the objectives, a tool to make sense of the evaluation.[3]

And ape: Presentation of the lesson.

Preparation sheet and course of the lesson class of 4^e

Name of the teacher :MrYvon IbaraNdon go

Number of students : 83 G- 47 F-36

CEGP :freedom B / city_

Duration of the lesson : 3h

2. Overview of the Lesson

Subject :	Soil formation[4]
Classroom	4 ^o
Material :	Life and earth sciences[5]
Concepts:	Constituents ; humus, landscaping, cause and effect
Soil :	The student will examine, study and understand how the climate modifies the constituents of the earth and thus conditions the evolution of the vegetation.
	NB: The motivation to college before the course is not mandatory because it is replaced by the minutes of beat between the output of a teacher and the entrance of the other. Or greeting the professor who enters the classroom.

	Diagnostic evaluation: corresponds to the revision made by the traditional teacher. Here, the essential questions that serve to understanding of the lesson, their responses are directly related to the objectives of the lesson. Let's see this :
Questions:	<ul style="list-style-type: none"> • What is the effect of climate on the soil? • What are the adverse effects of weather events such as tornadoes and erosions that occur in our city ? • How do farmers prepare the soil before to sow?

3. Objectives of the lesson

1) Objectives

Students will know:

- The vocabulary related to the formation of soil: topsoil, humus, bedrock, and filtrate, indurate laterite leaching.
- The profile of a soil.
- The properties of the soil.
- The constituents of the earth and their origin.

Students will understand:

- The creation of a soil and its changes over time depends mainly uses the climate.
- The choice of land and its development favor the growth of vegetation.

Students may be able to: introduce the title of the new lesson.

- Draw an interpretation diagram of the ground section.
- Explain the origin of the mineral and organic elements of the soil.
- State the effects of climate on the land .
- Explain the properties of a soil.
- Find and write the conditions necessary for the formation of a soil.
- Summarize in one sentence each step of the formation of a soil.
- To explain why a soil, can it pass from the state of fertile to the sterile state.

Optional

- Create a safety visual for bad weather .
- Talking with a farmer or farmer about the effect of changes climate on agriculture.
- Write a story about erosion.
- Research and identify the three major systems involved in the formation of the earth .

2) Development

- a) **Range or description of the needs of the student in your class related to this topic** (planning of the action by group of needs or level)

While the traditional teacher explains also his lesson differential adds to this training flexible groups of work by dying on the result the states of the diagnostic evaluation. (This is why we insist on student knowledge.) Tomlinson asks that the class be a community.

- Students in my classroom (imaginary) are present of academic levels variants (different). Students have knowledge of the content of the life sciences and earth and also the capabilities that extend from below the level of

Class 6th- 5th until at 4th and above class level of 3rd . In addition, they all have different interests and have fun learning diff e ways rents (as, for example visually, auditory, etc.).

- The activities in this lesson are designed to promote student readiness, study profiles, and their interests.

b) **Factors and elements to consider when developing contracts**

(Factors related to time, students, space, materials, etc. ...)

While the traditional teacher asks a few questions or not, the teacher different distributes educational materials to students.

- Students will receive approximately five school days to complete the apprenticeship contract. The working time will be provided in the class, but work surcharges silent outside the classroom may be necessary.
- A variety of materials will be given to apprenticeships, including access to the Internet, books, journal articles, card, paper, marker pens, etc.
- Students will complete several apprenticeship contracts during the year. It is important that they have independent work and management skills.

3) **Pre-assessment plans**

- Students will be pre-assessed for their reading level. Depending on the level of the learner, students will receive reading material (such as Internet websites, books, articles) about the soil and vegetation. All this will be based on their abilities.
- Before the beginning of the section, students will be pre-evaluated on their knowledge of the soil (different types of soil), including climates.

a) **Specific task to include in contracts:**

- Please see the learning (study) contract below (on the next page).

Working Guidelines for Students (This step corresponds to the copy of the lesson that the traditional educator exercises by copying the statement on the board or dictation to the students, while the teacher of differentiation explains the work to be done to students.)

- Students choose tasks from the menu. Three tasks are required, and at least two other tasks can be chosen based on the interest of each student.
- Contracts must be signed by the student and the teacher before the work can begin.
- Students maintain their progress in their daily lives.
- Students work independently.
- The students' work will be kept in their various files and folders in their personal supplies.
- Students complete a self-assessment once they complete all their tasks.

b) **Time and Student Planning Requirements:**

- Students will receive five days of class to complete their learning (study) contract.
- Overtime can be spent on tasks outside the classroom.

Assignment of Students to Contracts:

- The tasks will be designed by the teacher and will be consistent with what the student must know, understand and are able to.
- Students will have a certain choice in the specific tasks they perform based on the instructions received.

By introducing the apprenticeship (study) contract to students:

- Before this activity is presented, students will be aware of apprenticeship contracts (study), time management capabilities, and work independently.
- Each task in the learning (study) contract will be explained to students in an entire lesson.
- Students will have the opportunity to choose the tasks they want to accomplish.
- The different students or small groups of students will meet with the professor to discuss their contracts, which will then be signed by the student and the teacher.

4) Evaluation Plans**How the work will be evaluated**

The student's work will be evaluated on the basis of six criteria:

- How well do students work throughout the week (ie do they work independently and do they use their time wisely ?)
- Is the completed folder delivered on time ?
- 1 personal tasks chosen by the students will be evaluated.
- 1 tasks that are well chosen by the random teacher will be evaluated.
- Self-evaluation of each task.

Monitoring Student Work and Progress:

- The teacher will act as a " guide " and monitor the work and progress of students throughout the week.
- The teacher checks regularly with the students to warm up the learning. He also controls the organization of the different materials.
- The teacher provides clear directions, criteria and rubrics for learning (study) contracts.
- The teacher will meet with individuals and small groups of students to check on their progress, to answer any questions and to provide retroaction (feedback).
- The teacher will meet the entire class from time to time to see how she is doing. It takes the opportunity to provide guidance and answer questions general.
- Students will have worked with learning (study) contracts prior to this lesson. However, small groups of students can be pulled aside if extra work is needed. This case, modeling, teaching, and practice key skills (such as time management, independent labor capacity, recording what we already did) all this can be employee.

Examine the work to ensure accuracy, understanding:

- A short section for each task will be provided to students for their per to examine their own work for the accuracy, understanding, and quality.
- The same section will be used by the teacher to assess the work of students and understanding.

Rotation work in the when and the how:

- Students will have one week to complete their learning (study) contract from the day it is presented.
- The students will do their jobs, keep them in their folders and keep them all week long.
- Students will devote themselves to:
 - At least five tasks (students indicate their task well chosen person the LEMENT with the sign of a star)
 - They will do a self-assessment of each completed task.

5) Learning (study) contracts**Menu of the week: Erosion and floods (climate change)**

What is expected: all items in the main course and the indicated number of side dishes should be complete at the required date: April 4, 2014. You can choose from the side dishes and you can also decide to have some dessert articles, as well. At the completion of each task, be sure to complete a self-evaluation form.

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Main Dishes (Please complete all three tasks)**a) Card**

- Using the Internet as a resource and a map of the city of Brazzaville, show where erosion and flooding are likely to occur.
- Please include a map key with symbols to identify each type of climatic effects are noted.
- On the back of your card, please provide at least one reason why each type of event occurs in specific geographic locations.

b) Rigid paper for printing and displays

- Using the Internet, books, and additional resources, please make an interpretation scheme of the soil section (highlight the different parts of the soil: litter, humus horizon, leached horizon, accumulation horizon, area alteration of rock-mother and rock-mother silent).
- Please include a brief description of each part of the soil.
- In a brief description, please explain how the rainwater effect on the ground.

c) Newsletter

- Using books and journal articles, please write an informed ballot has for a gardener or a gardener focusing on a desired event describing the effect of the tornado on these plantations.
- Make a presentation of "on-the-scene" of the situation.
- Describe a soil change event (caused by conditions climatic) damage, how people react.

Side dishes (Please perform at least two tasks)**a) Visual**

- Using research resources, please create a visual (for example : a poster, a booklet, a booklet) illustrating the formation of the soil.
- Please include a list of factors that accelerate rock weathering.
- Please also indicate some signs of erosion of the old cuirass.

b) Interview

- Please have a chat with a gardener who has faced powerful adverse effects of the natural climate.
- Please write at least six interview questions to help you find out about the sequence of operations and how victims have faced, what comprehension or what idea they were kept from this experience ?

c) Narrative

- Please write a narrative passage in which most of the narrative is in a natural disaster such as erosion.
- The story may be based on experiences you have had.
- Please include the sequence of events and the responses to this painful experience.
- Please include specific information.

Desserts (Tasks are optional)

Oral Presentation

- Please use the internet to develop and expose an oral presentation about vegetation.
- Summarize the complete composition of the soil.
- For each element, specify its origin.

Television Documentary

- Please watch a DVD on climate change and the effects formation from the ground.
- Please use your knowledge of soil processing to help farmers and give them advice on the best growth of their plantation in Brazzaville and in the ten regions of Congo.
- Please write a paragraph about the advice you'd like to cultivate has tors.

NB. Before proceeding to the evaluation, it will be done the pre-evaluation as seen above. With the six criteria listed.

Section

(evaluation of the action or formative assessment is the question that is the colleague of the traditional method for a rating. Here is effect killed in order to verify the deep understanding by student's example through a tool of the choice of a teacher)

** The item will be used as a self-assessment tool for students, so that as an evaluation tool for teacher.

Apprenticeship (study) contract

<p>1) Map</p> <ul style="list-style-type: none"> • Follow directions • The card is correct and marked • Include the card key • 5 reasons given for the occurrence of the events • Ordered and accurate <p>Total: _____</p>	<p>2) Paper</p> <ul style="list-style-type: none"> • Follow directions • Description of each part of the soil • evidence different parts of the soil • Effects of rainwater on the ground • The test includes the elements required • The test is accurate <p>Total: _____</p>	<p>3) Bulletin of information</p> <ul style="list-style-type: none"> • Follow directions • Description famous events • description of the transformation event on the ground • Description of the way people reacted s feeling • The content is accurate <p>Total: _____</p>
<p>4) Visual</p> <ul style="list-style-type: none"> • Follow directions • At least 6 things a farmer can do before you start to farm • The visual is orderly and precise <p>Total: _____</p>	<p>5) Meeting</p> <ul style="list-style-type: none"> • Follow directions • At least 6 clear questions about Events, experience, and ideas on the subject • The questions require more than a yes and no response • The questions and written responses of has Niere ordered <p>Total: _____</p>	<p>6) Story</p> <ul style="list-style-type: none"> • Follow directions • Events are sequential • The characters response is included • The story has a co m commencement, middle, and end • The story is neat and precise <p>Total: _____</p>
<p>7) Oral presentation</p> <ul style="list-style-type: none"> • Follow directions • The composition complete the identified soil 	<p>8) Documentary on TV</p> <ul style="list-style-type: none"> • Follow directions • The documentary is followed. 	
<ul style="list-style-type: none"> • Clear the origin of each element. • Educational requirements • Benefits of work • Interesting facts • The presentation is clear and precise <p>Total: _____</p>	<ul style="list-style-type: none"> • The paragraph includes advice to farmers • The paragraph is well written and precise <p>Total: _____</p>	

4. Conclusion

The application of differentiated pedagogy is possible in Brazzaville schools. The example above is verifiable not only in high school but also in high school and elementary school. In this spirit, the student is the protagonist of his educational activity and participates fully in the acquisition of his knowledge. On the other hand, remediation intervenes to help the student better understand the concepts. For this

purpose, the teacher modifies his strategy in order to reach the objective of his lesson.

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