

Correlation to BC Education— Core French Grade 9 Requirements	<i>Action jeunesse</i>
	<p>Unit Description: In groups, students prepare a fundraising plan in which they present the details of a fundraiser for a humanitarian organization. Each group member individually creates a fundraising poster to promote the group’s cause. After listening to each plan, students in the audience decide on the fundraiser in which they would most like to support by focussing on one particular aspect of the Final Project.</p> <p>For the written component, groups prepare a written version of their fundraising plan. Each group member writes a short description of the tasks that he or she will perform, during, and after the fundraiser, and these individual descriptions are included in the group’s fundraising plan.</p> <p>Each phase of the unit provides students with guidance and support by focussing on one particular aspect of the final project.</p>
<p>Communicating Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • Ask for assistance and detailed information • Share opinions and preferences giving reasons 	<ul style="list-style-type: none"> • Ask for clarification and express an opinion, express agreement and disagreement using suggestions from <i>Le travail en groupe: fiche reproductible 2</i>, TG, pp. 159. • Ask for information using at-a-glance reference for skill development in <i>Stratégies pour m’aider</i> in <i>Mon carnet</i> pp. 28-29, e.g. “J’utilise le contexte” and <i>Jje fais attention a la prononciation.</i>” • Ask for information from their peers to complete <i>Feuille de route, Mon carnet</i>, pp. 3-5 for the final project. • Respond to and support answers to questions in the <i>Livret</i> relating to humanitarian work. • Share interests and competencies: <i>fiche reproductible 6</i>, TG, p. 163 • Share opinions and information about a selected cause and the humanitarian group that their fundraising proposal would support; make adjustments to <i>le projet final</i> • Choose then record and share information about their humanitarian problem, organizations that deal with the problem, fundraising idea and presentation ideas <i>Feuille de route: Mon carnet</i>, pp. 3-5 • Share information with the teacher and elaborate on it: <i>Après le projet final: Mon auto-évaluation</i> and <i>A la fin de l’unité: Mon carnet</i>, pp.23-25 and <i>fiches d’évaluation 1-6: Grille d’appréciation pour les activités orales, Grille d’appréciation pour le travail en groupe, Grille d’appréciation pour les activités écrites, Cartes de progrès pour le projet final</i>, and <i>Grille pour les stratégies d’apprentissage</i>, TG pp. 176-183 • Record opinions in their <i>Journal d’apprentissage: TG</i> pp. 11-12 and <i>Fiche reproductible 14</i>, CD-ROM. • Share opinions and give reasons in the Pre-Activity of Phases 3, 5, 6 and 8 in <i>Livret</i>, which are designed to have students personalize, think and share • Read, interpret and respond to article “<i>Fais le benevolat virtuel!</i>”: <i>fiche reproductible 29</i>, CD-ROM • Complete the interview: <i>fiche reproductible 7-8</i>, TG, pp. 164-165

Correlation to BC Education— Core French Grade 9 Requirements	<i>Action jeunesse</i>
<ul style="list-style-type: none"> • Describe and exchange information related to activities, people, places, and things • Arrange events as past, present, or future • Participate in selected meaningful, real-life situations. 	<ul style="list-style-type: none"> • Describe your fundraiser and chosen humanitarian organization • Play games to exchange information: TG, pp. 15-16 • Listen then describe: <i>Livret</i>, pp.8-9 and <i>Mon carnet</i>, pp. 8, 9, 29, CD track 5-7 • Write a fundraising plan • <i>Mon carnet</i>, pp. 3-5, 7, 12, 14, 15, and 23 • <i>Livret</i>, pp. 2, 6, 8, 12, 14, and 18 • Write the correct form of the regular and irregular verbs in the appropriate tense: <i>fiches reproductibles 24-25</i>, CD-ROM • Form the past: <i>Mon carnet</i>, pp. 10 • Analyze examples of the past tense: <i>Livret</i>, pp. 10-11; <i>Langue express</i>, p. 26 in <i>Livret</i> • Arrange the <i>projet final</i> using the appropriate verb tenses: past, present or future • Discuss the use of the <i>passé composé</i> in the final project • Discuss events they have planned arranging them in order • Discuss the use of <i>le futur proche</i> in the Final Project • Acquire new information in each phase that is applied to <i>Le projet final</i> via <i>Feuille de route</i>, <i>Mon carnet</i>, pp. 3-5 in order to arrange and record information in a communicative and experiential situation. • Share with each other utilizing <i>Livret</i> cooperative learning activities: Phases 1, 5 and 9 as well as <i>Comment ça marche? Application</i>, pp. 11, 14 and 17. • Use resources to expand their vocabulary and to use it meaningfully in new situations via the <i>Lexique: Livret</i>, pp. 29-30, <i>Mon carnet</i>, pp. 30-32, TG, pp. 23-26 and <i>fiches reproductibles 16-17</i>, CD-ROM • Use <i>Guide de la communication</i>, <i>Mon carnet</i> p. 27 to ask questions, take risks, and give and respect opinions • Draw on personal experience in the Pre-activity of each phase and use this in new situations in the <i>projet final: Livret</i> pp. 2, 6, 8, 12, 14, and 18 • Reflect on their experiences and share it in <i>Un journal d'apprentissage: TG</i> pp. 11-12 and <i>Fiche reproductible 14</i>, CD-ROM or in their portfolio (TG, p. 12) in the post-activity of each phase. • Play games as listed in the TG, pp. 15-16 • Use electronic tools to enhance the final project presentation as per TG, p.13 • Watch the unit video of an extract from the documentary: <i>Le puit de Ryan: video segment 2</i> • Listen to the unit song “<i>Je vais changer le monde</i>”, CD track 1 and <i>fiche reproductible 3</i>, TG pp. 160 • Make use of the Pearson website www.pearsoned.ca/camarche to view final project models and link to related topics. • Activate General Language Education strategies used in the <i>Livret</i> and <i>Mon carnet</i> that are fully supported and flagged in the margins of the Teacher’s Guide • Derive meaning from new “real-life” situations created by the teacher at his/her discretion using the <i>Mon carnet</i> CD-ROM and the <i>fiches reproductibles</i> CD-Rom. • Listen to volunteers describe how they use their fundraising talents:

Correlation to BC Education— Core French Grade 9 Requirements	<i>Action jeunesse</i>
	<ul style="list-style-type: none"> • Use written production strategies found in the <i>Livret</i>, p. 22 and in <i>Mon carnet</i>, p. 29 « <i>Je fais un brouillon</i> » and « <i>Je vérifie mon texte</i> ». • Use listening strategies found in the <i>Livret</i>, pp. 8, and 18 and in <i>Mon carnet</i>, p. 28 « <i>J'utilise le contexte.</i> », « <i>Je cherche des mots-amis</i> » and « <i>J'écoute l'intonation et le ton de la voix.</i> » • Oral Production activities provide opportunities for acquired information to be exchanged: Application of <i>Comment ça marche?</i> : <i>Livret</i>, pp.11, 14-15, 20-21; <i>Mon carnet</i> pp. 3-5, 7-8, 17-18 and 21-22 • Create a visual and an oral production portion of <i>Le projet final</i>: <i>fiches reproductibles</i> 2, 7-8, 10; and <i>fiche d'évaluation</i> 12 (TG, pp. 157, 167-168, 174, 192) • Role-play for the final project. • Reflect on the shape of <i>le projet final</i> on <i>Feuille de route</i> and about their progress in their <i>Journal d'apprentissage</i> in the Post-activity of each phase. • Create a visual and written representation of the cause, group and fundraiser they are proposing • Respond to questions pertaining to an article about three French humanitarian organizations: <i>Livret</i>, pp. 6-7 and <i>Mon carnet</i>, pp. 7 and CD Selection 4 • Orally describe a humanitarian organization • Describe a childhood memory
<p>Experiencing Creative Works Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • Reflect upon and respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> • Listen to the unit song “<i>Je vais changer le monde</i>”, CD, track 1 and <i>fiche reproductible</i> 3, TG p. 160 and select words that help them reflect and respond to the song. • Create a unit title page based on the words in the song • View, reflect and respond to video segment 2: <i>Le puit de Ryan</i> • Link to authentic information related to <i>Action jeunesse</i> via the Pearson Website: www.pearsoned.ca/camarche • Reflect on creative works introduced throughout the unit in their <i>journal d'apprentissage</i>, TG pp. 11-12
<p>Understanding Cultural Influences Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • Identify and compare elements of Francophone cultures present in Canada and the world • Distinguish similarities and differences between their own customs and those of Francophone cultures. • Identify language, expressions, and behaviours that suit cultural context. 	<ul style="list-style-type: none"> • Identify and compare cultural influences related to <i>Action jeunesse</i> via the Pearson Website, www.pearsoned.ca/camarche. • Distinguish similarities and differences • Listen to Francophone students discuss their own interests and abilities which they use to fundraise: <i>Livret</i>, p. 8 and CD, track 4 • Read, discuss and compare four articles about Canadian humanitarian organisations: <i>Livret</i>, pp. 24-25. Additional groups and organisations: <i>fiche reproductible</i> 26, CD-ROM • Discuss volunteerism in Canada: <i>fiches reproductibles</i> 2, 5-7, TG pp. 159, 162-164