

Correlation to BC Education— Core French Grade 9 Requirements	<i>Aventures en plein air</i>
	<p>Unit Description: In this unit, students form an outdoor adventure company operating out of a Canadian National Park. To appeal to a range of travelers, they plan two contrasting excursions, create promotional materials, an optional testimonial from a former client, and a list of safety measures. When describing their company’s excursions to the class, either through poster-style visuals or an electronic slideshow, the group members make comparisons between the two trips offered to aid clients choose their trip. During the proposals, students in the audience note the details of each trip offered by the other companies, then choose one as a group and explain how the chosen one suits them better than other trips. Each phase of the unit provides students with guidance and support by focussing on one particular aspect of the Final Project. See the following diagram. Suggestions for modifying the Final Project are provided on page 9 of the Teacher’s Guide.</p> <p>For the written component, groups create a poster for their company that includes a description of their two excursions. They also create posters listing their safety measures. This could all be done electronically should the group choose this Final Project option. They also complete a selection where they state their chosen trip and four ways in which it best suits the group’s preferences compared to other trips.</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 3</i>, TG, p. 181. • Ask for information using at-a-glance reference for skill development in <i>Stratégies pour m’aider</i> in <i>Mon carnet pp. 28-29</i>, e.g. “<i>Je utilise des gestes</i>” and “<i>Je prends des risques. Je fais des efforts pour parler francais.</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 adventures. • In groups, share information about style, weather, trips, National Parks, testimonials, guides, safety and instructions to make adjustments to <i>le projet final</i> • Record information about their company, excursions, destinations, and presentation ideas: <i>Mon carnet</i>, pp.3-5 • Form their own comparisons: <i>Livret</i> pp. 14-15; <i>A mon avis: Mon carnet</i> p. 16 in addition to the activity: “<i>C’est a vous de decider</i>” : <i>Mon carnet</i> p. 17 • 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.24-25 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. 180-184. • Record opinions in their <i>Journal d’apprentissage</i>: TG p. 11 and <i>fiche reproductible 12:Idées pour la reflexion</i>, CD-ROM. • Share opinions and give reasons in the Pre-Activity of Phases 1, 2, 3, and 5 in <i>Mon carnet</i>, which are designed to personalize the phase content.

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<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 and discuss their experiences with outdoor excursions. • Play games to exchange information listed in the TG, pp. 15-17; as well as <i>Nommez le parc: fiche reproductible 4</i>, TG, pp. 159-163; <i>La course aventure: Fiche reproductible 6</i>, TG, pp. 164-166; and <i>Nous sommes prêts à tout! fiche reproductible 9</i>, TG pp. 170-173. • Arrange an itinerary of an outdoor excursion in the present tense and using the imperative • Acquire new information in each phase that is applied to <i>Le projet final</i> via <i>Feuille de route, Mon carnet</i>, in order to arrange information in a communicative and experiential situation. • Use resources to expand their vocabulary and to discover/use it in new situations via the <i>Lexique: Livret</i>, pp. 29-30, <i>Mon carnet</i>, pp. 30-32 and in the TG, pp. 23-27, 176-177. • 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. • Reflect on their experiences and share it in <i>Un journal d'apprentissage: Fiche de reproductible 12</i>, CD-ROM or in their portfolio (TG, pp. 12) in the post-activity of each phase. • Play games as listed in the TG, pp. 15-17; as well as <i>Nommez le parc: Fiche reproductible 4</i>, TG, pp. 159-163; and also <i>La course aventure: Fiche reproductible 6</i>, TG, pp. 164-166; and lastly <i>Nous sommes prêts a tout!, Fiche reproductible 9</i>, TG pp. 170-173 • Use electronic tools to enhance the final project presentation as suggested in the TG, p.14 • Watch the unit video • Listen to the unit song, <i>On fait du camping</i>, CD track 4 and <i>fiche reproductible 3</i>, TG p. 158 • 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 TG. • 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. • Create an itinerary for an outdoor trip with a partner: <i>Mon carnet</i>, p. 9 • Read an advertisement about an unforgettable excursion in Saguenay, Quebec and discuss how outdoor travel companies advertise: <i>Livret</i> pp. 12-13, <i>Mon carnet</i> pp. 14, 29, CD Track 9 <i>Un forfait complet; Fiche reproductible 17, Expéditions en équipe</i>, TG CD-ROM • Listen to teenagers comparing two excursions <i>Livret</i> pp. 12-13, 28; <i>Mon carnet</i> pp. 15, 28; and CD Track 10: <i>Quel forfait?</i>
<p>Acquiring Information Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • Extract, retrieve, and process information from French-language resources to complete authentic tasks. 	<ul style="list-style-type: none"> • Navigate through the phases of <i>Aventures en plein air</i> to extract, retrieve and process information in preparation for <i>Le projet final</i>. • Complete <i>Feuille de route, Mon carnet</i>, pp.3-5 to record information extracted and processed in preparation for <i>le projet final</i> as well as <i>Livret</i> pp. 1, 4-5; Video Segment 1; CD Tracks 2 and 3; <i>fiche reproductible 2</i> and <i>fiche d'évaluation 1, 3-5, 8, 9, 12-13</i> in TG pp. 179, 181- 183, 186-187, 157, 192-193 • Present the final project: the company proposal, decide on an excursion

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<ul style="list-style-type: none"> • Explain acquired information in oral, visual, and written forms. 	<p>and explain their choice: <i>Livret</i> pp. 22; <i>Fiche reproductible</i> pp. 10-11; <i>fiche d'évaluation</i> pp. 3, 8, 12-13</p> <ul style="list-style-type: none"> • Use the <i>stratégies pour m'aider</i> section at the back of <i>Mon carnet</i>, pp. 28-29 to synthesize culture, language and oral communication strategies found throughout the unit so students have easy access to information. • Watch video presentations, which introduce them to the final project (seg. 1) and model the authentic task (segment 3) as well as CD, tracks 12 and 17. • Refer to <i>Livret</i>, pp. 1, 4-5, and 22-23; and <i>Zoom sur le projet</i> excerpts in <i>Livret</i> as well as CD tracks 2 and 3. • Link to information related to excursions via the Pearson Website, www.pearsoned.ca/camarche. • Link students to cultural information and creative works related to <i>Aventures en plein air</i> via the Pearson Website, www.pearsoned.ca/camarche. • Use resources such as the <i>Lexique: Livret</i>, pp. 29-30, <i>Mon carnet</i>, pp. 30-31 and in the TG, pp. 23-27. • Use the additional resources listed in the TG, p. 28 such as <i>Les Debrouillards, Guide de la débrouillardise en plein air. Les Debrouillards, Guide du plein air au Québec : 450 destinations quatre saisons, Guide de l'aventure en pleine nature, Comment vivre et survivre dans la nature?, Les 1001 astuces de l'aventurier nature, Guide d'orientation avec carte, boussole et GPS</i> • Extract information while listening to teens discuss their favourite activité : « <i>Les activités en plein air</i> » <i>Mon carnet</i> p. 6, <i>Livret</i> p. 2, <i>CD track 1</i>; and « <i>A chacun ses goûts</i> » <i>Mon carnet</i> pp. 9, 28, <i>Livret</i> p. 6, <i>CD Track 6, fiche reproductible 14 : mots croisés</i> on CD-ROM, <i>fiche d'évaluation 1-2, 7</i>; and lastly « <i>Quel forfait?</i> » <i>Mon carnet</i> p. 15, <i>Livret</i> p. 12, <i>CD Track 10</i> • Extract, retrieve, and process information from French travel brochures: <i>Mon carnet</i> p. 8; <i>Livret</i> pp. 6-7 as well as additional travel information: <i>Livret</i> pp. 24-25 • Extract and retrieve the skills to use comparative adjectives to make their own comparisons: <i>Livret</i> pp. 14-15 and <i>Mon carnet</i> pp. 16-17 • Use the imperative to warn of problems: <i>identifie les problèmes: Mon carnet</i> pp. 21-23, <i>Livret</i> p. 21, <i>fiche d'évaluation 2, 7: Grille d'appréciation pour les activités orales</i>, TG pp. 180, 185. • Use oral production strategies in the <i>Livret</i>, pp. 18, 22 and in <i>Mon carnet</i>, p. 28: « <i>J'utilise des gestes</i> », « <i>Je prépare un aide-mémoire</i> » and « <i>Je fais attention à la prononciation.</i> » • Use written production strategies in <i>Mon carnet</i>, p. 29 « <i>Je fais un brouillon</i> », « <i>Je utilise des nouveaux mots et de nouvelles expressions</i> », and « <i>Je fais des corrections</i> ». • Use listening strategies in the <i>Livret</i>, pp. 2 and 6 as well as in <i>Mon carnet</i>, p. 28 « <i>J'utilise mes expériences personnelles.</i> », « <i>Je cherche des mots-amis</i> » and « <i>J'écoute l'intonation et le ton de la voix.</i> » • Exchange information using oral production activities: Application of <i>Comment ça marche? Livret</i>, pp. 11, 14-15, 20-21. • Create a visual and an oral production portion of <i>Le projet final: fiche reproductible 2, 7-8, 10; and fiche d'évaluation 12: TG</i>, pp. 157, 167-168, 174, and 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.

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	<ul style="list-style-type: none"> • Write a travel itinerary and a testimonial for the final project. • Complete a survey and compare results with the class: <i>Livret</i> p. 2, <i>Mon carnet</i> pp. 6-7. • Read and interpret information on two parks : <i>fiche reproductible</i> 15.
<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 on CD track 1, follow along with <i>fiche reproductible</i> 3, TG p. 158 and discover words to 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 the video, segment 2. • Link to authentic information related to <i>Aventures en plein air</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 p. 11. • Reflect and respond to French travel brochures: <i>Mon carnet</i> p.8 and <i>Livret</i> p. 6-7 as well as additional travel information: <i>Livret</i> pp. 24-25. • Listen to students describe their outdoor excursions: <i>Livret</i> p. 6, <i>Mon carnet</i> pp. 8, 28, CD Track 5. • Reflect and respond to teens discussing their favourite trips: <i>Mon carnet</i> p. 9; <i>Livret</i> p. 6, CD Track 6. • Read descriptions of four Canadian National Parks in order to extract and respond: <i>Livret</i> pp. 8-10, <i>Mon carnet</i> pp. 8, 10-11, 29, CD Track 8 as well as the trivia game <i>Nommez le parc</i>, TG, p. 159. • Choose a national park for their excursions: <i>Mon carnet</i> pp. 3, 11; <i>fiche reproductible</i> pp. 13, 5, 16; <i>fiche d'évaluation</i> pp. 5 in TG pp. 160-163, 183 and CD-ROM • View and respond to the adults talking about their guides: <i>Guides de qualité</i>: Video Segment 2, <i>Livret</i> pp. 16-17, <i>Mon carnet</i> pp. 18-19. • View a video of a model company proposal: Video Segment No. 3, <i>Livret</i> pp. 5, 22-23; <i>Mon Carnet</i> pp. 29, <i>Fiche reproductible</i> 11: <i>Notre excursion</i>, TG, pp. 175, <i>Fiche reproductible</i> 7: <i>Modèle pour le projet final</i>, TG, pp. 167-168, CD Track 17: <i>Le projet final</i>, <i>fiche d'évaluation</i> 12: <i>Rubrique pour le projet final</i>, TG, pp. 192. • Read and identify the newspaper advertisements: <i>Trouvez le guide</i>: <i>Fiche reproductible</i> 19: TG: CD-ROM
<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>Aventures en plein air</i> via the Pearson Website, www.pearsoned.ca/camarche. • Distinguish similarities and differences • Listen to Francophone students discuss their favourite activities and trips and listen to them decide on a trip: <i>Mon carnet</i> pp. 2, 6 and 15 • Identify a Quebec organization that prepares outdoor trips for teens living with cancer: <i>Livret</i> pp. 6, 24 and CD Track 7: <i>Culture à la carte: Fondation sur la pointe des pieds</i> • Learn about Quebec outdoor adventure companies: <i>Livret</i> pp. 12, 24-25; and CD Track 11: <i>Culture à la carte: ECOaventures et Fjord en Kayak</i> • Read and respond to an advertisement on <i>Parc national Forillon</i> in Gaspé, Quebec: <i>Fiche reproductible</i> 17, TG CD-ROM