



| Correlation to BC Education—<br>Core French Grade 8 Requirements   | <i>Bon appétit!</i>  |
|--|--|
| <ul style="list-style-type: none"> <li>Participate in familiar activities (real or simulated)</li> <li>Classify events as past, present, or future</li> <li>Derive meaning in new language situations</li> </ul> | <p><i>écrites, Cartes de progrès pour le projet final, and Grille pour les stratégies d'apprentissage, TG pp. 160-164.</i></p> <ul style="list-style-type: none"> <li>Record new vocabulary about activities and interests in their <i>Journal d'apprentissage</i>.</li> <li>Talk about food preferences</li> <li>Read recipes and cook or bake (optional).</li> <li>Discuss favourite holidays and celebrations.</li> <li>Link to real-life experiences in the Pre-activity in Phases 1-3, 5, 6 and 8, which allow students to personalize learning before proceeding with the content of these phases.</li> <li>Listen to the unit song: <i>la tourtière</i>, CD track 4 and <i>fiche reproductible 2</i>, TG, pp. 146-147.</li> <li>Play games: <i>C'est quelle célébration?</i>, TG, p. 57; <i>Qu'est-ce que je mange?</i>, TG pp. 66-67 <i>La bonne mesure</i>, TG pp. 76-77; <i>C'est vrai/ C'est faux</i>, TG, p. 85; <i>Mémoire</i>, TG p. 109 as well as other games to enhance learning listed in the TG.</li> <li>Watch the unit video.</li> <li>Make use of the Pearson website <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a> to view final project models and link to related topics.</li> <li>Present in the present tense their favourite recipes taken from their favourite holidays or celebrations in the context of a cooking show.</li> <li>Identify photos of recipe steps and put them in order in <i>Mon carnet: La cuisine québécoise</i>, p. 16.</li> <li>Acquire new information in each phase that is applied to <i>Le projet final</i> via <i>la Feuille de route, Mon carnet</i>, pp. 3-5 in order to derive meaning in a communicative and experiential context.</li> <li>Follow steps outlined in <i>Zoom sur le projet! Livret</i>, pp. 4-5 to help them derive meaning throughout the unit.</li> <li>Work in groups to prepare a cooking show segment for the final project.</li> <li>Share with others in French in the <i>Livret</i> cooperative learning activities: Phases 4, 7, and 9 <i>Comment ça marche? Application</i>, pp. 10-11, 16-17, and 20-21.</li> <li>Expand their vocabulary and to discover/use it in new situations via the <i>Lexique: Livret</i>, pp. 30-32 <i>Mon carnet</i>, pp. 30-32 and the vocabulary list in the TG, pp. 22-24.</li> <li>Derive meaning in new language situations by visiting the Pearson Addison Wesley website at <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a>.</li> <li>Draw on personal experience in the Pre-activity of each phase and to use this in new situations in the Activity.</li> <li>Reflect on their experiences in <i>Un journal d'apprentissage</i> or the portfolio in the Post-activity of each phase.</li> <li>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 as well as in the</li> </ul> |



| Correlation to BC Education—<br>Core French Grade 8 Requirements  | <i>Bon appétit!</i>   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Present <i>Le projet final</i> to other students and select a favourite segment from each group's presentation.</li> <li>• Reflect on the preparation for <i>le projet final</i> using <i>Cartes de progrès pour le projet final: fiche reproductible 5</i>, TG, p. 163.</li> <li>• Reflect on the authentic video footage in segments 2 and 3, <i>Des festivals où l'on mange!</i> also in the <i>Livret</i>, pp. 8-9 on CD, track 8 and in <i>Culture à la carte: Livret</i>, pp. 24-25 and CD track 6 and <i>La Chef à l'antenne!</i>, also in the <i>Livret</i>, pp. 18-19, on CD track 14.</li> <li>• Lead group work based on their Multiple Intelligence strengths as indicated in the TG.</li> <li>• Express information in a <i>journal d'apprentissage</i> as well as in <i>Mon carnet: Après le projet final: Mon auto-évaluation</i> and <i>À la fin de l'unité</i>, pp. 23-24.</li> </ul>   |
| <p><b>Experiencing Creative Works</b><br/>Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Respond to authentic creative works from the Francophone world</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen to the unit song, <i>La tourtère</i> on CD track 4, follow along with <i>fiche reproductible 2</i>, TG, p. 146 and complete an activity: <i>Quel est le mot? fiche reproductible 3</i>, TG, p. 147.</li> <li>• Watch the authentic footage on the video in segments 2 and 3: <i>Des festivals où l'on mange!</i> and <i>Chef à l'antenne!</i> also on CD, tracks 8 and 14.</li> <li>• Link to authentic information related to <i>Bon appétit!</i> via the Pearson Website, <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a>.</li> <li>• Take advantage of additional resources listed in the TG, p. 24, e.g., <i>La cuisine des ados!</i>, <i>Cuisine du monde : 60 recettes de plats uniques</i>, <i>Cuisine des quatre coins du monde</i> and <i>Je, tu...ils cuisinent</i>.</li> </ul>  |
| <p><b>Understanding Cultural Influences</b><br/>Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Identify elements of Francophone cultures present in Canada and the World</li> <li>• Identify and compare the activities and interests of young people in Francophone communities to their own.</li> </ul> | <ul style="list-style-type: none"> <li>• Discover cultural celebrations in Phase 3: on the video <i>Des festivals où l'on mange!</i> also on CD, track 8 and in <i>Culture à la carte: Livret</i>, pp. 24-25 and CD track 6.</li> <li>• Identify and compare the activities and interests of young people in Francophone communities on the video, segment 3 <i>Chef à l'antenne</i>, also on CD, track 14.</li> <li>• Discover traditional Quebecois cuisine in Phase 6: <i>La cuisine québécoise</i>, <i>Livret</i>, pp. 14-15 and <i>Mon carnet</i>, pp. 16-17.</li> <li>• Learn about the group, <i>La Bottine souriante</i> who sing the unit song <i>La tourtère</i>, CD track 4.</li> <li>• Use idiomatic expressions such as “à la” in recipe titles, TG, p. 72.</li> <li>• Follow an optional recipe in French that would appeal to both Anglophone and Francophone teens: <i>Recette des nachos</i>, <i>fiche reproductible 4</i>, TG, p. 150.</li> <li>• Link to cultural influences and celebrations related to <i>Bon appétit!</i> via the Pearson Website, <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a>.</li> </ul> |