



Correlation to BC Education— Core French Grade 9 Requirements	<i>L'école de l'avenir</i>
<ul style="list-style-type: none"> <li>• Describe and exchange information related to activities, people, places, and things</li>   <li>• Arrange events as past, present, or future</li>   <li>• Participate in selected meaningful, real-life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Share opinions and give reasons for changes that may occur in their lives in the future in <i>Comment ça marche?</i>, <i>Transfert, Livret</i>, p. 11 and TG, p. 67 based on the lyrics to the unit song <i>Tout change</i>, CD, track 10.</li>   <li>• Exchange information in a questionnaire in <i>Mon carnet</i>: Questionnaire: Les frustrations à l'école, p. 8.</li> <li>• Describe activities related to people in <i>Mon carnet</i>: À l'écoute des jeunes, p. 9.</li> <li>• Exchange information in <i>Mon carnet</i>: La super invention, Part C, p. 7; Les demandes de brevet, Part B, p. 11; Eurêka!, p. 12; Au futur..., Parts B-D, p. 13;; La machine mystérieuse, Part B, p. 19; and Inventions idéales, Part C, p. 21.</li> <li>• Play games to exchange information <i>Un défi d'invention!</i> <i>Mon carnet</i>, p. 14. as well as other games to enhance learning listed in the TG.</li>   <li>• Present the inventions using the future tense, using <i>Modèles pour le projet final, fiche reproductible 14</i>, TG, p. 143 as a guide.</li> <li>• Comment on the success of the inventions using the future tense.</li> <li>• Arrange events in the present tense in <i>Mon carnet</i>, p. 15, part 2: <i>Le guide d'utilisation</i>.</li>   <li>• Link to real-life experiences in Pre-Activity of Phases 5 and 7, which are designed to personalize the phase content.</li> <li>• Describe and comment on frustrations experienced using inventions in their classroom.</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 arrange information in a communicative and experiential situation.</li> <li>• Share with each other in French in <i>Livret</i> cooperative learning activities: Phases 4, and 6 <i>Comment ça marche? Application</i>, pp. 11, and 14-15.</li> <li>• Calculate questionnaire results with others in Phase 1.</li> <li>• Use resources to expand their vocabulary and to discover/use it in new situations via the <i>Lexique: Livret</i>, p. 24, <i>Mon carnet</i>, pp. 30-32 and in the TG, pp. 21-24.</li> <li>• Draw on personal experience in the Pre-activity of each phase and use this in new situations in the Activity.</li> <li>• Reflect on their experiences and to share it in <i>Un journal d'apprentissage</i> or the portfolio in the Post-activity of each phase.</li> <li>• Play games as listed in the TG, pp. 14-15.</li> <li>• Use electronic tools to enhance the final project presentation, TG, p. 13.</li> <li>• Watch the unit video</li> <li>• Listen to the unit song <i>Tout change</i>, CD, track 10 and <i>fiche reproductible 4</i>, TG, p. 131.</li> </ul>



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	<p><i>Super invention</i>, Part B p. 7, and <i>Un défi d'invention!</i> Part C, p. 14.</p> <ul style="list-style-type: none"> <li>• Progress from structured activities in preparation for <i>le projet final</i>, e.g. <i>Modèles pour le projet final: fiche reproductible 14</i>, TG, p. 143 to the authentic task.</li> <li>• Create a visual and an oral production portion of <i>Le projet final</i>.</li> <li>• Write about the inventions presented by others in terms of which would be the most successful.</li> <li>• 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.</li> </ul>
<p><b>Experiencing Creative Works</b> Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Reflect upon and respond to authentic creative works from the Francophone world</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the unit song, <i>Tout change</i> on CD track 10 and follow along with <i>fiche reproductible 4</i>, TG, p. 131 and reflect on known words that help them determine the content of the song.</li> <li>• Watch the unit video segments 2 and 3 of authentic Canadian and Francophone experiences in <i>Les inventrices</i> and <i>Intrevue avec un dessinateur industriel</i> (as well as on CD tracks 16 and 18).</li> <li>• Link to authentic information related to <i>L'école de l'avenir</i> via the Pearson Website, <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a>.</li> <li>• Reflect on creative works introduced throughout the unit in <i>Un journal d'apprentissage</i>, e.g., TG, p. 79.</li> </ul>
<p><b>Understanding Cultural Influences</b> Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Identify and compare elements of Francophone cultures present in Canada and the world</li> <li>• Distinguish similarities and differences between their own customs and those of Francophone cultures.</li> <li>• Identify language, expressions, and behaviours that suit cultural context.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify French and Canadian origins of common classroom inventions in <i>Culture à la carte, Livret</i>, pp. 20-21.</li> <li>• Listen to Francophone students speak about their frustrations in class in <i>Mon carnet</i>, p. 9: <i>À l'écoute des jeunes</i>.</li> <li>• Identify professions via the unit video, segment 3 (also CD track 18), <i>Intrevue avec un dessinateur industriel</i>.</li> <li>• Identify language and expressions in the unit poem, <i>La super invention</i>, CD track 1 and <i>fiche reproductible 3</i>, TG, p. 130 and the in the unit song <i>Tout change</i>, CD track 9 and <i>fiche reproductible 4</i>, TG, p. 131.</li> <li>• Identify and compare cultural influences related to <i>L'école de l'avenir</i> via the Pearson Website, <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a>.</li> </ul>