

BC Core French to *Mémo-photos*

Correlation to BC Education— Core French Grade 8 Requirements	<i>Mémo-photos</i>
	<p>Unit Description: In this introductory unit, students create a photo web to represent themselves and their personal preferences. Students also write a description to accompany their photo web. Students then present their photo web to the class. Using the information they have heard in the classmates' presentation, students play an interactive game called <i>Tic-Tac-Toc</i>. Each phase of the unit provides students with guidance and support by focussing on one particular aspect of the Final Project.</p> <p>The title of the unit, <i>Mémo-photos</i>, means a memo about oneself in a photo format.</p>
<p>Communicating Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • Ask for information, permission and clarification • Share information about activities and interests • Participate in familiar activities (real or simulated) 	<ul style="list-style-type: none"> • <i>Guide de la communication</i> in the <i>Livret</i>, p. 23 and in <i>Mon carnet</i>, p. 28 offers suggestions for expressing agreement and disagreement, expressing an opinion, and expressing preferences. • <i>Stratégies pour m'aider</i> in <i>Mon carnet</i> pp. 29—30 offers students at-a-glance reference for skill development. • Students share information in <i>Le projet final</i> about family, sports, food and special events and learn about each other in the game of <i>Tic-Tac-Toc</i>. • Complete <i>Des expressions avec faire</i>, <i>Mon carnet</i>, p. 18 to discover how some activities are expressed in French. • Share information with the teacher in <i>Après le projet finale: Mon auto-évaluation</i>, <i>Mon carnet</i>, p. 25. • Record new vocabulary about activities and interests on <i>Mon vocabulaire de base</i>, <i>Mon carnet</i>, p. 3. • Pre-reading activities are designed to motivate students and link reading to real-life experiences. • <i>Livret</i> cooperative learning activities encourage participation in French through which students can share with each other, e.g. Phases 4 and 7 <i>Comment ça marche? Application</i> and <i>Transfert</i>, pp. 10—11 and 16. • <i>Mon carnet</i>: cooperative learning activities encourage communicative participation in French, e.g., <i>Mes photos préférées</i>, part B, p.7; <i>La nourriture, ça fait fête</i>, part D, p.14; <i>Question de goût</i>, p. 16; <i>Radio ados</i>, part B, p. 19; <i>Photo-mystère</i>, part C, p. 22; <i>Non, on n'aime pas ça!</i>, part B, p. 23 • Students can play games like <i>Tic-Tac-Toc</i>, <i>Où est mon clone?</i> and <i>Jeu de Bingo: nourriture à la carte</i> to enhance learning.

<ul style="list-style-type: none"> • Classify events as past, present, or future • Derive meaning in new language situations 	<ul style="list-style-type: none"> • Read email messages to extract information, <i>Des courriels, Mon carnet</i>, pp. 10—11. • Students can express preferences and describe their photo web in the present tense. • Students can complete activities to enhance accuracy of expression in the present tense, e.g., <i>Vive les preferences, Mon carnet</i>, p. 15; <i>fiche reproductible 5, Complète les paragraphes</i>, TG, p. 140 and <i>fiche reproductible 8, Les verbes en –er</i>, TG, p. 142. • Students participate in teacher-directed <i>Mini-atelier</i>, TG, p. 66. • In each phase students acquire new information that is applied to <i>Le projet final via la Feuille de route, Mon carnet</i>, pp. 4—6. • Students work with information in a survey in <i>Les ados en France, Mon carnet</i>, p. 17 and <i>fiche reproductible 9, Sondage de ma classe: Les activités de loisir</i>, TG, p. 143. • <i>Lexique</i> at the back of the <i>Livret</i> and <i>Mon carnet</i> enables students to expand their vocabulary and to discover/use it in new situations. • Students create and describe their personalized photo web for <i>le projet final</i>. • The Pre-activity in each phase encourages the students to draw on personal experience and to use this in new situations in the Activity. • The Post-activity in each phase asks students to reflect on their experiences and to share it in <i>Un journal d'apprentissage</i> or the portfolio. • Strategies used in the <i>Livret</i> and <i>Mon carnet</i> are fully supported and flagged in the margins of the Teacher's Guide as well as in the Program overview, pp. 14—17.
<p>Acquiring Information Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • Extract, retrieve, and process specific information from French-language resources to complete authentic tasks. • Express acquired information in oral, visual, and written forms. 	<ul style="list-style-type: none"> • Students navigate through the phases of <i>Mémo-photos</i> to extract, retrieve and process information in preparation for <i>Le projet final</i>. • Students complete <i>Feuille de route, Mon carnet</i>, pp. 4—6 to record information extracted and processed in preparation for <i>le projet final</i>. • Reference section at the back of the <i>Livret</i>, pp. 20—23 synthesizes culture, language and Oral Communication strategies found throughout the unit so students have easy access to information. • Students watch video presentations which introduce them to the final projet (segment 1) and model the authentic task (segment 4). They can refer to <i>Livret</i>, pages 1, 4—5, and 18—19 as well as CD tracks 1, 2, and 18. • The Pearson Website, www.pearsoned.ca/camarche links students to information related to photography • The Pearson Website, www.pearsoned.ca/camarche links students to cultural information and creative works related to <i>Mémo-photos</i>. • Oral Production activities provide opportunities

	<p>for free-exchange, e.g. <i>Livret</i>, p. 10-11, <i>Comment ça marche?</i>, <i>Application and Transfert</i>; <i>Mon carnet: Mes photos préférées</i>, part B, p.7; <i>La nourriture, ça fait fête</i>, part D, p.14; <i>Question de goût</i>, p. 16; <i>Radio ados</i>, part B, p. 19; <i>Photo-mystère</i>, part C, p. 22; <i>Non, on n'aime pas ça!</i>, part B, p. 23</p> <ul style="list-style-type: none"> • Activity related to <i>Des photos extraordinaires</i> reading in Phase 6 allows students to retrieve information: <i>Des photos extraordinaires, Mon carnet</i>, pp. 20—21. • Contextualized models of Written Production are provided to take students from controlled activities to creative expression in preparation for <i>le projet final</i>, e.g. <i>Mon carnet: Non, on n'aime pas ça!</i> p. 23. • Students create a visual and a written portion of <i>Le projet final</i>. • Students present <i>Le projet final</i> to other students and play an interactive game of <i>Tic-Tac-Toc</i>. • Post-activity reflections offer students an opportunity to reflect on the shape of <i>le projet final</i> and to reflect on the activity as in the authentic video footage, <i>Des photos extraordinaires</i> and <i>Entrevue avec un infographiste</i>.
<p>Experiencing Creative Works Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • Respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> • Students can listen to the unit song, <i>Une photo de toi</i>, by Nicole Martin, written by Gilles Brown on CD track 3 and follow along with <i>fiche reproductible 5</i>, TG, p. 139. • Unit video provides footage of authentic Canadian and Francophone experiences in <i>Des photos extraordinaires</i> and <i>Entrevue avec un infographiste</i>. • The Pearson Website, www.pearsoned.ca/camarche links to authentic information related to <i>Mémo-photos</i>.
<p>Understanding Cultural Influences Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> • Identify elements of Francophone cultures present in Canada and the World • Identify and compare the activities and interests of young people in Francophone communities to their own 	<ul style="list-style-type: none"> • Students are encouraged to acquire information about food and sports in francophone areas of the world, <i>Culture à la carte, Livret</i>, p. 20. • Students are invited to explore census results about the French speaking population in Canada, <i>Culture à la carte, Livret</i>, p. 21. • Students are encouraged to recognize the contribution of <i>Les frères Lumières</i> in the context of the unit, <i>Culture à la carte, Livret</i>, p. 21. • Authentic video footage, <i>Des photos extraordinaires</i> and <i>Entrevue avec un infographiste</i> encourages students to elements of francophone culture. • <i>Culture à la carte</i> synthesizes cultural information found throughout <i>Mémo-photos</i>. • Students can read authentic survey results about the leisure activities of French adolescents, <i>Mon carnet</i>, p. 17.

