



Correlation to BC Education— Core French Grade 9 Requirements	<i>Mordu du sport</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>Record opinions in their <i>Journal d'apprentissage</i>.</li> <li>Share opinions and give reasons in the Pre-Activity of Phases 1 and 7, which are designed to personalize the phase content.</li> <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. 20 and TG, p. 120 based a quick survey of opinions on three simple topics.</li> <li>Describe sports and athletes with the help of <i>fiche reproductible 11</i>, TG, p. 164: <i>Comparisons</i>.</li> <li>Exchange information in a survey in <i>Mon carnet: Découvrons nos sports préférés!</i>, p. 7.</li> <li>Describe activities related to people in <i>Mon carnet: Vive les sports</i>, p. 6.</li> <li>Exchange information with peers in <i>Mon carnet : Journaliste en herbe</i>, Part B, p. 10 and <i>Donne ton opinion</i>, Part B, p. 23</li> <li>Play games to exchange information listed in the TG, pp. 14-15 as well as <i>Connais-tu ces événements sportifs?</i>, <i>fiche reproductible 3-4</i>, TG, pp. 154-156 and <i>Défi sportif</i>, TG, p. 70 and <i>fiche reproductible 7</i>, Tg, pp. 159-160 as well as other games to enhance learning listed in the TG.</li> <li>Present the interviews in the past tense using <i>Modèles pour le projet final, fiche reproductible 8</i>, TG, p. 161 as a guide.</li> <li>Write a sports card about an athlete using the present and the past tense.</li> <li>Arrange expressions for a sportscast in order in <i>Mon carnet: Devant le micro</i>, p. 20.</li> <li>Acquire new information in each phase that is applied to <i>Le projet final</i> via <i>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 cooperative learning activities: Phases 4, and 6 Comment ça marche? Application</i>, pp. 11, 14-15 and 21.</li> <li>Read survey results in Phase 1: <i>Découvrons nos sports préférés!</i>, <i>Mon carnet</i>, p. 7.</li> <li>Use resources to expand their vocabulary and to discover/use it in new situations via the <i>Lexique: Livret</i>, pp. 30-31, <i>Mon carnet</i>, pp. 30-32 and in the TG, pp. 20-24.</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 as well as <i>Connais-tu ces événements sportifs?</i>, <i>fiche reproductible 3-4</i>, TG, pp. 154-156 and <i>Défi sportif</i>, TG, p. 70 and <i>fiche reproductible 7</i>, Tg, pp. 159-160.</li> </ul>



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	<p>11, 14-15 and 21; <i>Mon carnet: Découvrons nos sports préférés!</i>, p. 7; <i>Journalistes en herbe</i>, p. 10; <i>À mon avis</i>, p. 17; <i>Vedettes du sport</i>, p. 19 and <i>Donne ton opinion</i>, p. 23.</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 8</i>, TG, p. 161 to the authentic task.</li> <li>• Create a visual and an oral production portion of <i>Le projet final</i>.</li> <li>• Role-play for the final project.</li> <li>• Write a description for illustrations: <i>Des résultats étonnants: Mon carnet</i>, p. 13</li> <li>• Write a sports card for the final project.</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>10 000 mètres</i> on CD track 5, follow along with <i>fiche reproductible 2</i>, TG, p. 153 and reflect on known words that help them determine the content of the song.</li> <li>• Create a unit title page based on the words to the unit song.</li> <li>• Watch the unit video segments 2 and 3 of authentic Canadian and French experiences in <i>Tour de France</i> and <i>Émission spéciale-Mélanie Turgeon</i> (as well as in the <i>Livret</i>, pp. 12-13 and p. 19 and on CD tracks 13 and 17).</li> <li>• Link to authentic information related to <i>Mordu du sport</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 origins of some sports: <i>Livret</i>, p. 6, in <i>Culture à la carte</i>, p. 25 and CD track 7.</li> <li>• Distinguish between soccer and <i>le football</i> and football and <i>le football américain</i>, TG, p. 30.</li> <li>• Identify idiomatic expressions such as <i>Mordu du sport</i>, TG, p. 32, <i>avoir lieu</i>, TG, p. 44.</li> <li>• Discover the Québécois link to various winter sports, TG, p. 46.</li> <li>• Distinguish similarities and differences in hockey broadcasting in <i>Culture à la carte: Livret</i>, p. 25.</li> <li>• Listen to information from the teacher about Francophone sports celebrities, TG, p. 58.</li> <li>• Determine how to gather sports results based on the knowledge of their own customs.</li> <li>• Listen to Francophone students speak about their favourite athletes in <i>Mon carnet</i>, p. 19: <i>Vedettes du sport</i>.</li> <li>• Identify and compare cultural influences related to <i>Mordu du sport</i> via the Pearson Website, <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a>.</li> </ul>