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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. | <p>motivate students.</p> <ul style="list-style-type: none"> Give reasons using <i>parce que/qu'</i> in Phase 4 to explain preferences in the present tense: <i>Livret: Comment ça marche?</i> p. 11 and <i>Mon carnet: Mes préférences</i>, p. 13. Exchange information, e.g., <i>Mon carnet</i> : taking a survey: <i>Je calcule et j'observe</i>, p. 7; making predictions : <i>Sensation mode jeunesse</i>, p. 8 and role playing : <i>Enquête sur la mode</i>, Part B, p. 9 and <i>Tant de choix!</i>, part B, p. 12 Play games describing clothing such as <i>Jeu de cartes: Objets perdus, objets trouvés</i>: fiches reproductibles 9-10, TG, pp. 157-160 as well as other games listed in the TG to enhance learning. Exchange information about clothing styles in a cooperative Jigsaw activity in <i>Mon carnet: Maîtres de la mode</i> p. 10. Express preferences and describe their fashion collection in the present tense. Compare and contrast Canadian and international clothing designers and reflect upon their own preferences. Acquire new information in each phase that is applied to <i>Le projet final</i> via <i>la Feuille de route</i>: <i>Mon carnet</i>, pp. 3-5 in order to arrange information in a communicative and experiential situation. Work in groups to incorporate multi-media into fashion show or a fashion poster for the final project. Share with each other in French in <i>Livret</i> cooperative learning activities: Phases 4, 7, and 9 <i>Comment ça marche? Application</i>, pp. 10-11, 17, and 21. Calculate survey results, Phase 2. Expand their vocabulary and to discover/use it in new situations via the <i>Lexique: Livret</i>, pp. 30—31 and <i>Mon carnet</i>, pp. 30—32 Draw on personal experience in the Pre-activity of each phase and to use this in new situations in the Activity. 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. Activate 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 Program overview, pp. 14—17. 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. Role play making clothing choices. |
| <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>Mon style, ma mode</i> to extract, retrieve and process information in preparation for <i>Le projet final</i>. |

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| <ul style="list-style-type: none"> • Explain acquired information in oral, visual, and written forms. | <ul style="list-style-type: none"> • 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>. • Use the reference section at the back of the <i>Livret</i>, pp. 24—31, 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 (segment 1) and model the authentic task (segment 4). They can refer to <i>Livret</i>, pages 1, 4-5, and 22-23 as well as CD tracks 2-4 and 16-17. • Link to information related to fashion via the Pearson Website, www.pearsoned.ca/camarche. • Link students to cultural information and creative works related to <i>Mon style, ma mode</i> via the Pearson Website, www.pearsoned.ca/camarche. • Explain clothing and designer preferences using <i>parce que/qu'</i> to complete the explanation. • Use strategies found in the <i>Livret</i>, p. 6 and in <i>Mon carnet</i>, p. 28: <i>J'exprime mes idées en phrases simples</i>. • Oral Production activities provide opportunities for free-exchange, e.g. <i>Livret</i>, p. 11, <i>Comment ça marche?</i>, <i>Application; Mon carnet: Mes préférences</i>, part B, p.13; <i>Qui est-ce</i>, p. 23 • Activity related to reading in Phase 5 allows students to explain information to their home groups in Jigsaw activity: <i>Couleurs de la mode, Mon carnet</i>, pp. 16. • Progress from controlled activities to creative expression in preparation for <i>le projet final</i>, e.g. <i>Modèles pour le projet final: fiche reproductible 8</i>, TG, p. 156. • Explain their clothing selections in the game, <i>Objets perdus, objets trouvés</i>, TG, pp. 81-83 and <i>fiches reproductibles 9-10</i>, TG, pp. 157-160. • Create a visual and a written portion of <i>Le projet final</i>. • Present <i>Le projet final</i> fashion show or poster and explain each of the elements of the final project to other students. • Reflect on the shape of <i>le projet final</i> and to reflect in their <i>Journal d'apprentissage</i> in the Post-activity of each phase. |
| <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, <i>Défilé de mode</i> on CD track 5, follow along with <i>fiche reproductible 4</i>, TG, p. 152 and reflect on known words that help them determine the content of the song. • Watch the unit video of authentic Canadian and Francophone experiences in <i>Couleurs de la mode, Vidéographie des vêtements</i> segments 2-3 as well as on CD track 10 and reflect on the relationship of clothing to various decades. • Reflect on the importance of clothing in Francophone culture through the video <i>Le chandail de hockey</i> from the National Film Board as well as on the <i>Mon style, ma</i> |

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| | <p><i>mode</i> CD, track 15.</p> <ul style="list-style-type: none"> • Link to authentic information related to <i>Mon style, ma mode</i> via the Pearson Website, www.pearsoned.ca/camarche. |
| <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"> • Acquire information francophone designers in <i>Culture à la carte, Livret</i>, pp. 24 • Familiarize him/herself with the the importance of clothing in <i>Le chandail de hockey: Culture à la carte</i>, p. 25 • Identify preferences of young Francophones and compare and contrast these to their own preferences for the final project: <i>Sensation mode jeunesse, Maîtres de la mode</i> and <i>Choix multiples</i>, Mon carnet, pp. 8, 10, and 18. • Identify cultural influences on fashion through various decades: Phase 5: <i>Couleurs de la mode: Livret</i>, pp. 12-13 and <i>Couleurs de la mode</i>, p. 16. • Use idiomatic French expressions like « <i>rêver en couleurs</i> » found in Phase 8 “Language Focus”: TG, p. 111. • Write using French monetary symbols from Phase 8: “Language focus”, TG, p. 111. • Discriminate between <i>tu</i> and <i>vous</i> as per “Language Focus”, TG, p. 111. • Watch authentic video footage, <i>Couleurs de la mode</i> and <i>Vidéographie des vêtements</i> to identify and compare some elements of the francophone culture. • Identify and compare cultural influences related to <i>Mon style, ma mode</i> via the Pearson Website, www.pearsoned.ca/camarche. |