

Correlation to BC Education— Core French Grade 9 Requirements	<i>Musique-mania!</i>
<ul style="list-style-type: none"> • Arrange events as past, present, or future • Participate in selected meaningful, real-life situations. 	<p><i>préférences</i>, p. 16; <i>Évitons la répétition!</i>, p. 19 and <i>Faisons connaissances avec...</i> pp. 20-21.</p> <ul style="list-style-type: none"> • Play games to exchange information listed in the TG, pp. 15-17; as well as <i>Comment s'appelle ma chanson?</i> TG, pp. 80-81. • Describe information related to music: <i>Fiche reproductible 24</i>, CD-ROM. • Describe and exchange their favourite style of music, a favourite song, and its artist: <i>Fiche reproductible 5, 14</i>, TG, pp. 162, 171; <i>Feuille de route: Mon carnet</i> pp. 3-5; <i>Zoom sur le projet: Livret</i> pp. 4-5, 22-23. • Write the correct form of the verb to complete the important events in Garou and Celine Dion's lives: <i>fiche reproductible 27</i>, CD-ROM. • Arrange Jeannette's day's events in order: <i>fiche reproductible 28</i>, CD-ROM. • Complete Gina's message using past, present or future: <i>fiche reproductible 11</i>, TG, p. 168. • Complete activities using the passé composé: <i>Mon carnet</i> pp. 21-23; CD Tracks 17-18; <i>Livret</i> pp. 18-21; <i>Fiche reproductible 12-13, 29</i>, TG and CD-ROM. • 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. • Form an opinion regarding where music is important and discuss with a partner: <i>Mon carnet</i> p. 7. • Share cooperative learning activities in French: Phases 4, 6 and 9: <i>Comment ça marche? Application, Livret</i> pp. 11, 14-15 and 21. • Read survey results in Phase 1: <i>Un sondage musical, Mon carnet</i>, p. 7. • 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. • Draw on personal experience in the Pre-activity of each phase and 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. • Play games as listed in the TG, pp. 14-15 as well as, TG, pp. 159-160. • Use electronic tools to enhance the final project presentation, TG, p. 13. • Watch the unit video. • Listen to the unit song <i>J'veux d'la musique</i>, cd track 1 and <i>fiche reproductible 2</i>, TG p. 159. • Participate by listening, reading about and responding to Francophone musicians (Felix, Charlebois, Dubmatique, Khaled, Boulay, Destroismaisons) and their songs: <i>Livret</i> pp. 6, 18-19, 24-25 and <i>Mon carnet</i> 16, 20-21 and 30; <i>fiches reproductibles 2, 6-9, 26</i> on CD ROM and in TG pp. 159, 163-166, CD track 5: as well as <i>Culture a la carte: CD tracks 1, 9-11</i>. • Use the Pearson website www.pearsoned.ca/camarche to view final project models and link to related topics.

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	<p><i>d'autres ressources</i> », and « <i>Je cherche des mots-amis</i> ».</p> <ul style="list-style-type: none"> • Use listening strategies in the <i>Livret</i>, pp. 2, 8 and 12 and in <i>Mon carnet</i>, p. 29 « <i>J'utilise mes expériences personnelles.</i> », « <i>Je cherche des mots-amis</i> » and « <i>Je cherche des mots familiers.</i>» • Exchange ideas in French using Oral Production strategies in <i>Mon carnet</i> p. 29. <p><i>Comment ça marche?, Application : Livret</i>, pp 11, 17 and 22; <i>Mon carnet</i> pp. 8-9, 18-19 and 22-23.</p> <ul style="list-style-type: none"> • Create a visual and an oral production for <i>Le projet final</i>. • Role-play for the final project. • 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. • Write a biography of a favourite song's artist for the final project. • Acquire the ability to use direct object pronouns: <i>Mon carnet</i>, pp. 18-19; and <i>Fiche reproductible</i>, pp. 24-25. • Represent and share new knowledge by responding to personal preference questions: <i>Fiche reproductible</i>, p. 24, CD ROM and by posing questions to their partner about their favourite musician: <i>Livret</i>, p. 17; <i>Mon carnet</i>, p. 19
<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"> • Link to authentic information related to <i>Musique Mania!</i> Via the Pearson Website: www.pearsoned.ca/camarche • Reflect on creative works introduced throughout the unit in their <i>journal d'apprentissage</i>, e.g., reflect on theme song and activities where music plays a role using <i>fiche reproductible 17</i>, TG CD-ROM to guide their journal writing. • All ten phases give opportunities for reflection and response. • Read about the origins and influence of rock'n'roll music (CD track 4: <i>La musique rock</i>) in <i>Livret</i> pp. 6-7 using reading strategies on p. 6 or in <i>Mon carnet</i> p. 30. Respond using <i>Mon carnet</i> p. 8 and student's personal <i>journal d'apprentissage</i>. • Listen to the unit song <i>J'veux d'la musique</i>, CD track 1 and <i>fiche reproductible 2</i>, TG, p. 159. • Work in pairs to reflect, respond and associate songs with emotions: CD Tracks 1, 9-11; <i>fiche d'évaluation 2</i>, TG p. 178; <i>Fiche d'évaluation 7</i>, TG p. 183, <i>Mon carnet</i> p. 16; and <i>Fiche reproductible 2, 6-8</i>, TG, pp.159, 163-165.
<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"> • Identify and compare cultural influences related to <i>Musique Mania</i> via the Pearson Website, pearsoned.ca/camarche. • Identify, experience, compare and discuss Francophone musicians (Felix, Charlebois, Dubmatique, Khaled, Boulay, Destroismaisons) and their songs: <i>Livret</i> pp. 6, 18-19, 24-25; <i>Mon carnet</i>, pp. 20-21; <i>fiche reproductible 2, 6-9, 26</i> on CD-ROM and in TG pp. 159, 163-166, CD track 5: <i>Culture a la carte: Robert Charlebois</i>. • Identify, and compare the styles of music preferred by teens from Quebec to teens from other parts of Canada using <i>Livret</i> pp. 8 and 25.