



Correlation to BC Education— Core French Grade 8 Requirements	<i>Salut, mes amis!</i>
<ul style="list-style-type: none"> <li>• Participate in familiar activities (real or simulated)</li>   <li>• Classify events as past, present, or future</li>   <li>• Derive meaning in new language situations</li> </ul>	<ul style="list-style-type: none"> <li>• Link to real-life experiences in the Pre-activity in Phases 1-3, 5, 7 and the optional Phase 9, which allow students to explore a personal context before proceeding with the content of these phases.</li> <li>• Consider friendship at various ages in <i>Mon carnet: expressions d'amitié</i>, p. 7.</li> <li>• Consider desirable qualities of friends in Phase 2</li> <li>• Listen to the unit song: <i>Salut, mes amis!</i>: CD track 5 and <i>fiche reproductible 2</i>, TG, p. 148.</li> <li>• Play games such as <i>Tu aimes ça ou ça t'embête?: fiche reproductible 7</i>, TG, pp. 154-155, <i>Des célébrités parout, fiche reproductible 18</i>, TG CD-ROM, and <i>Casse-tête, fiche reproductible 25</i>, TG CD-ROM as well as other games to enhance learning listed in the TG.</li> <li>• Read emails in the <i>Livret</i>, pp. 20-21.</li> <li>• Watch the unit video.</li> <li>• Play <i>Devine!</i> in Phase 2 to act out a message about qualities of a good friends.</li>   <li>• Present their friendship video in the present tense.</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 derive meaning in a communicative and experiential situation.</li> <li>• Follow steps outlined in <i>Zoom sur le projet! Livret</i>, pp. 4-5 to help them derive meaning throughout the unit.</li> <li>• Work in groups to prepare a video about friendship for the final project.</li> <li>• Share with each other in French in the <i>Livret</i> cooperative learning activities: Phases 4, 6, and 8 <i>Comment ça marche? Application</i>, pp. 10-11, 14-15, and 18-19.</li> <li>• 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 the vocabulary list in the TG, pp. 22-25.</li> <li>• Derive meaning in new language situations by visiting the Pearson Addison Wesley website at <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a>.</li> <li>• Draw on personal experience in the Pre-activity of each phase and to 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>• 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. 16-18.</li> <li>• Derive meaning from new language 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.</li> <li>• Work with partners or in a group to negotiate answers.</li> </ul>
<p><b>Acquiring Information</b> Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Extract, retrieve, and process specific information from French-language resources to complete authentic tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Navigate through the phases of <i>Salut, mes amis!</i> to extract, retrieve and process information in preparation for <i>Le projet final</i>.</li> <li>• 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>.</li> </ul>

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<ul style="list-style-type: none"> <li>Express acquired information in oral, visual, and written forms.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Watch video presentations, which introduce them to <i>le projet final</i> (segment 1) and model the authentic task (segment 3). They can refer to <i>Livret</i>, pages 1, 4-5, and 22-23 as well as CD tracks 2 and 16.</li> <li>Link to information related to friendship via the Pearson Website, <a href="http://pearsoned.ca/camarche">pearsoned.ca/camarche</a>.</li> <li>Link students to cultural information and creative works related to <i>Salut, mes amis!</i> via the Pearson Website, <a href="http://pearsoned.ca/camarche">pearsoned.ca/camarche</a>.</li> <li>Take advantage of additional resources listed in the TG, p. 26, e.g., <i>Okapi Magazine</i>.</li> <li>Oral production activities provide opportunities for exchange in structured and unstructured situations, e.g. <i>Livret</i>, pp. 2-3, and pp. 22-23; <i>Comment ça marche?, Application</i>, pp. 10-11, 14-15, and 18-19; and in <i>Mon carnet: Expressions d'amitié</i>, part A, p. 7; <i>Sondage sur l'amitié</i>, parts B and C, p. 8; <i>Ils sont comme ça</i>, p. 13; <i>La tolérance, ça fait des amis</i>, p. 15; <i>On fait ça ensemble</i>, p. 18 and <i>Fins de semaine fantastiques</i>, p. 21, part C.</li> <li>Receive feedback on oral production in preparation for the oral production component of the final project</li> <li>Written production activities provide opportunities for students to express information in writing in structured situations in <i>Mon carnet: Célébrités uniques</i>, pp. 10-11; <i>Ils sont comme ça!</i>, p. 13; <i>Mon code de l'unité</i>, p. 17; <i>Le labyrinthe des phrases</i>, p. 20 and <i>À la recherche d'un(e) correspondant(e)</i>, p. 23 and in an unstructured situation for the final project.</li> <li>Progress from controlled activities <i>Modèles pour le projet final: fiche reproductible 6</i>, p. 152-153 to creative expression in preparation for <i>le projet final</i></li> <li>Create visual, oral and written forms of <i>Le projet final</i>.</li> <li>Present <i>Le projet final</i> to other students and select a favourite segment from each group's presentation.</li> <li>Reflect on the preparation for <i>le projet final</i> using <i>Cartes de progrès pour le projet final: fiche reproductible 5</i>, TG, p. 168.</li> <li>Identify photos of celebrities and discuss how they influence us in Phase 3, <i>Amis en vedette!</i></li> <li>Reflect on the authentic video footage, <i>La tolérance, ça fait des amis</i>: video segment 2, CD track 9, <i>Livret</i>, pp. 12-13 and <i>La tolérance, ça fait des amis!</i>, <i>Mon carnet</i>, p. 15.</li> <li>Lead group work based on their Multiple Intelligence strengths as indicated in the TG.</li> <li>Express acquired information in a <i>journal d'apprentissage</i> as well as in <i>Mon carnet: Après le projet final: mon auto-évaluation</i> and <i>À la fin de l'unité</i>, pp. 24-25.</li> </ul>
<p><b>Experiencing Creative Works</b> Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Respond to authentic creative works from the Francophone world.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the unit song, <i>Salut, mes amis!</i> on CD track 5 and follow along with <i>fiche reproductible 2</i>, TG, p. 148.</li> <li>Watch the unit video of Francophone teens talking about friendship in</li> </ul>

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	<p><i>La tolérance, ça fait des amis</i>: segment 2, <i>Livret</i>, pp. 12-13 as well as on CD track 9</p> <ul style="list-style-type: none"> <li>• Link to authentic information related to <i>Salut, mes amis!</i> via the Pearson Website, <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a>.</li> <li>• Take advantage of additional resources listed in the TG, p. 26, e.g., <i>Okapi Magazine</i>.</li> </ul>
<p><b>Understanding Cultural Influences</b> Prescribed Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Identify elements of Francophone cultures present in Canada and the World</li> <li>• Identify and compare the activities and interests of young people in Francophone communities to their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover about Francophone student exchanges in Phase 1 and in <i>Culture à la carte: Livret</i>, p. 27 and CD track 13.</li> <li>• Celebrate Francophone areas of the world in Phase 7: <i>Voyages de rêves</i>.</li> <li>• Read email messages and identify the country of origin in the optional Phase 9 and in <i>Culture à la carte: Livret</i>, p. 27 and CD track 13.</li> <li>• Understand idiomatic expressions like “<i>La tolerance, ça fait des amis</i>” and discover its worldwide connotation in <i>Culture à la carte, Livret</i>, pp. 24-25.</li> <li>• Watch authentic video footage, <i>La tolerance, ça fait des amis</i> to identify some elements of the Francophone culture.</li> <li>• Link to cultural influences and Francophone celebrities related to <i>Salut, mes amis!</i> via the Pearson Website, <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a>.</li> </ul>