

Newfoundland and Labrador Curriculum To *Ça marche!, Incognito*

An Outcomes-Directed Approach to Learning	Explanation Students will have the opportunity to...	<i>Ça marche!, Incognito</i> Students can...
<p>Upon graduation from high school, students must demonstrate knowledge, skill and attitudes in the essential graduation learnings:</p> <p><b>Aesthetic Expression</b></p> <p><b>Citizenship</b></p> <p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• Experience creative works and respond to them personally, critically and creatively</li> <li>• Understand the relationships between language, culture, and identity and the contribution made by the arts to these relationships</li> <li>• Acquire a knowledge of French-speaking cultures in Newfoundland and Labrador, Canada, and other countries and an understanding of the links between language, culture and identity.</li> <li>• Establish and maintain relationships, share ideas and opinions, and to be actively involved in a variety of learning experiences.</li> <li>• Express, extend, clarify and reflect on their thought, ideas and experiences.</li> <li>• Build on their awareness of language skills, strategies and processes used to learn French, which will help them to strengthen their own language.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the unit song, <i>Au bal masqué</i>, watch the video segments, <i>Artiste à l'oeuvre</i> and <i>Masques authentiques</i> and incorporate elements of these into the final project.</li> <li>• Read the passage, <i>Masques du monde</i>, to examine the significance of masks from around the world.</li> <li>• Refer to the cultural information throughout the unit and in <i>Culture à la carte</i>, SE, p. 25.</li> <li>• Recognize cultural elements throughout the unit that are provided by the teacher via the Teacher's Guide.</li> <li>• Participate in a variety of learning opportunities provided throughout the unit</li> <li>• Use the student support materials such as <i>Idées pour la réflexion (Fiche reproductible 1, TG, p. 112-113)</i>, <i>Aide-mémoire, (Fiche reproductible 3, TG, p. 115)</i>, <i>Je donne mon opinion (Mon carnet, p. 7)</i>.</li> <li>• Start and maintain a portfolio of work and <i>Un journal d'apprentissage</i>.</li> <li>• Self-evaluate and provide peer evaluation.</li> <li>• Reflect on learning in the post-activity segment of each phase.</li> </ul>

<p><b>Personal Development</b></p>	<ul style="list-style-type: none"> <li>• Recognize that all outcomes at all grades contribute to this learning.</li> <li>• Develop personal and interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize spiraling vocabulary and structures built into a variety of activities throughout the unit.</li> <li>• Participate in individual and cooperative group activities in which various group roles are assigned.</li> </ul>
<p><b>Problem Solving</b></p>	<ul style="list-style-type: none"> <li>• Use the strategies and processes needed to access information, to clarify and negotiate meaning, to express and justify their opinions and to cope effectively in unfamiliar situations in a second language.</li> <li>• Work independently and collaboratively to apply critical, analytical and creative thinking skills.</li> <li>• Express him or herself accurately in unique and different ways.</li> <li>• Develop flexibility and creativity in the use of problem solving strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to <i>Guide de la communication</i>, SE, p. 29 for ways to express their opinion.</li> <li>• Refer to <i>Pour m'aider, Mon carnet</i>, pp. 28—29</li> <li>• Complete <i>Feuille de route, Mon carnet</i>, p. 3 to apply critical thinking skills to each phase.</li> <li>• Use critical thinking skills to complete <i>Ah oui, les maquillages!</i>, <i>Mon carnet</i>, p. 21.</li> <li>• Take a specific role in cooperative group activities to clarify the information necessary to complete activities.</li> <li>• Complete a variety of activities using various language skills throughout the unit</li> <li>• Build on the strength of his or her own Multiple Intelligence that the teacher can encourage via information provided in the TG.</li> </ul>
<p><b>Technological Competence</b></p>	<ul style="list-style-type: none"> <li>• Use computers</li> <li>• Explore issues related to the use of technology in society</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Pearson Canada Website <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a> to find information on topics related to the unit.</li> <li>• Use recommended software to create graphic organizers.</li> <li>• Use a computer to complete the final project.</li> </ul>

<p><b>Spiritual and Moral Development</b></p>	<ul style="list-style-type: none"> <li>• Develop a tolerance for others and a respect for their rights.</li> <li>• Examine their own behaviours and customs and compare them to those of francophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to <i>Pour travailler en groupe</i> in <i>Pour m'aider, Mon carnet</i>, p. 29</li> <li>• Express their opinion using expressions in <i>Guide de la communication</i>, SE, p. 29.</li> <li>• Use <i>Idées pour la réflexion (Fiche reproductible 1, TG, p. 112-113)</i>.</li> </ul>
<p><b>Specific Curriculum Outcomes for Grade 7</b></p>	<p><b>Explanation</b></p> <p><b>By the end of Grade 7, students will be expected to:</b></p>	<p><b>Ça marche!, Incognito</b></p> <p><b>Students can...</b></p>
<p><b>1. Communicating</b> Students will use French to establish and maintain relationships, to share ideas and opinions, and to get things done.</p>	<ul style="list-style-type: none"> <li>• <b>1.1</b> Exchange information orally with simple messages for a variety of purposes.</li> <li>• <b>1.2</b> Make simple requests (ask permission: use <i>est-ce que</i>; intonation begin to use inversion).</li> <li>• <b>1.3</b> Share information about likes/dislikes (<i>J'aime/je n'aime pas, je préfère</i>, etc.)</li> <li>• <b>1.4</b> Use features of voice and gesture to help clarify meaning in brief conversations (e.g., intonation, tone, rhythm of speech, etc.)</li> <li>• <b>1.5</b> Participate in familiar activities: <ul style="list-style-type: none"> <li>○ Use a range of vocabulary.</li> <li>○ Emphasizing the present tense.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies in <i>Pour m'aider, Mon carnet</i>, pp. 28-29 to converse in French.</li> <li>• Work individually and in cooperative learning situations to exchange information orally.</li> <li>• Present their mask or facepaint design in a class exhibit.</li> <li>• Benefit from the <i>Comment ça marche?</i> Phase 9 that emphasize interrogative use.</li> <li>• Refer to <i>Langue express</i>, SE, pp. 26—27 when using interrogatives and intonation.</li> <li>• Complete a <i>Journal d'apprentissage</i> using <i>Idées pour la réflexion, Fiche reproductible 1, TG, p. 112-113</i>.</li> <li>• Use strategies listed in <i>Pour m'aider, Mon carnet</i>, pp. 28—29.</li> <li>• Use strategies listed in SE: <i>Stratégies pour regarder une vidéo</i>, p. 18 and <i>Stratégies de communication orale</i>, p. 22.</li> <li>• Use vocabulary and language structures that spiral throughout the unit in various activities.</li> <li>• Follow models and present the final project in the present tense.</li> </ul>

<p><b>2. Acquiring Information</b> Students will acquire information from French language resources.</p>	<ul style="list-style-type: none"> <li>• <b>1.6</b> Develop short oral and written texts (25—30 words) using simple sentences.</li> <li>• <b>1.7</b> Transcribe an oral text of 25—30 words based on learned vocabulary and expression with a 75 % rate of accuracy.</li> <li>• <b>2.1</b> Listen attentively to texts on familiar topics: <ul style="list-style-type: none"> <li>○ for global comprehension.</li> <li>○ for specific information when given contextual clues.</li> </ul> </li> <li>• <b>2.2</b> Read a variety of classroom resources for information and pleasure (e.g., brochures, telephone directory, menus, etc.)</li> <li>• <b>2.3</b> Obtain information from material on familiar topics (e.g., posters, catalogues, etc.)</li> <li>• <b>2.4</b> Extract specific information from French resources (e.g., magazines, catalogues) to complete a simple task (e.g., choosing and outfit for school from a catalogue).</li> <li>• <b>2.5</b> Identify key messages in media texts on familiar topics (e.g., radio, TV, newspapers).</li> <li>• <b>2.6</b> Read aloud with good pronunciation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Write about and present their original mask or facepaint design for the final project.</li> <li>• Participate in other units of <i>Ça marche!</i></li> <li>• Verify hypotheses made in pre-activities <i>Maquillage-mystère</i>, <i>Mon carnet</i>, p. 6 and <i>Un masque original</i>, <i>Mon carnet</i>, p. 8.</li> <li>• Use <i>Stratégies d'écoute</i>, SE, p. 6 and <i>Stratégies de lecture</i>, SE, p. 8.</li> <li>• Listen to interview in Phase 2, <i>Métamorphoses</i>, SE p. 6</li> <li>• Read and follow along with the CD <i>Masques du monde</i>, SE pp. 8—10 for global comprehension.</li> <li>• Listen to CD: <i>Quiz de personnalité: Resultats</i> CD.</li> <li>• Complete a jigsaw activity, <i>Mon carnet pp. 10—11</i>.</li> <li>• Read <i>Démاسquer sa personnalité</i> to identify their own personality profile, SE, pp. 14—15.</li> <li>• Refer to <i>Culture à la carte</i>, SE pp. 24—25 .</li> <li>• Participate in other units of <i>Ça marche!</i></li> <li>• Participate in other units of <i>Ça marche!</i></li> <li>• Watch video segments <i>Artiste à l'oeuvre</i> and <i>Masques authentiques</i>.</li> <li>• Complete the <i>Application</i> activity in <i>Comment ça</i></li> </ul>
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<p><b>3. Experiencing Creative Works</b> Students will demonstrate their understanding of creative works in French by responding to them personally, critically and creatively.</p>	<p>short texts composed of previously learned vocabulary and structures.</p> <ul style="list-style-type: none"> <li>• <b>3.1</b> Use samples of literature, media and music (e.g., poem, legend, music video, story) and respond creatively to them (e.g., opinion, collage, poster, drawings, poem, song).</li> <li>• <b>3.2</b> Identify the sequence of events in terms of time and place in familiar text (e.g., arrange sequence of events).</li> <li>• <b>3.3</b> Demonstrate general comprehension of passages of recombined elements by completing: <ul style="list-style-type: none"> <li>○ multiple choice items.</li> <li>○ a series of true/false statements.</li> <li>○ simple sentences.</li> </ul> </li> <li>• <b>3.4</b> Represent the main idea of a story by creating cartoons or drawing pictures.</li> <li>• <b>3.5</b> Predict global meaning by identifying contextual clues (e.g., cognates, titles, illustrations, gestures, intonation, word association).</li> <li>• <b>3.6</b> Identify emotions evoked by a picture, an idea, or an action.</li> <li>• <b>3.7</b> Respond with support to events, characters, and ideas through a variety of means (e.g., murals, short responses to questions, role play).</li> <li>• <b>3.8</b> Identify messages used in publicity (e.g., recognizing <i>celebrités</i>).</li> </ul>	<p><i>marche?</i>, Phases 4 and 7 following suggestions made in the TG.</p> <ul style="list-style-type: none"> <li>• Complete <i>Fiche reproductible 4, Musiques du monde</i>, TG, p. 116 to identify music from various cultures.</li> <li>• Participate in other units of <i>Ça marche!</i></li> <li>• Take the <i>Test de lecture, Fiche d'évaluation 7</i>, TG, p. 135</li> <li>• Play a game of <i>C'est faux!</i> suggested in the TG, p. 42.</li> <li>• Complete simple sentences in activities in <i>Mon carnet</i> such as <i>Info-masques</i>, pp. 10—11; <i>Devinettes</i>, p. 13; <i>Les arts du spectacle</i>, p. 14, <i>Comparons</i>, p. 19 and <i>Maquillage d'extraterrestre</i>, p. 22.</li> <li>• Complete <i>Mon profil</i> in <i>Mon carnet</i>, p. 17.</li> <li>• Use strategies in <i>Stratégies de lecture</i>, SE, p. 6, <i>Stratégies pour regarder une vidéo</i>, SE p. 18, and those listed in <i>Pour m'aider</i>, pp. 28—29.</li> <li>• Participate in other units of <i>Ça marche!</i></li> <li>• Participate in teacher, peer and self-directed activities throughout the unit.</li> <li>• Role-play an artist and a visitor in a class exhibit of final projects of mask and/or facepaint.</li> <li>• Identify cultural icons in poster in <i>Les jeunes</i></li> </ul>
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<p><b>4. Understanding Cultural Influences</b> Students will demonstrate a knowledge of French-speaking cultures in Newfoundland and Labrador, Canada, and other countries and an understanding of the links between language, culture and identity.</p>	<p>sale items).</p> <ul style="list-style-type: none"> <li>• <b>3.9</b> Recognize that music, sounds and voice create different effects in a text.</li> <li>• <b>4.1</b> Demonstrate a knowledge of the French cultural heritage of Canada: <ul style="list-style-type: none"> <li>○ identify francophone areas.</li> <li>○ identify prominent francophones.</li> </ul> </li> <li>• <b>4.2</b> Identify and share, with support, personal customs and behavioural patterns (e.g., list celebrations important to their families).</li> <li>• <b>4.3</b> Identify similarities and differences between their own customs and behaviours and those of francophone cultures in Canada (e.g., compare their likes and dislikes in music, leisure activities, etc.)</li> <li>• <b>4.4</b> Identify examples of French language material (e.g., newspaper, magazines, etc.)</li> <li>• <b>4.5</b> Demonstrate an awareness of cultural idioms and nuances in spoken French (e.g., <i>Il a froid; il est froid, il fait froid</i>).</li> <li>• <b>4.6</b> Extract information from print or electronic sources on French speaking regions or countries.</li> <li>• <b>4.7</b> Demonstrate an awareness of the use of social conventions in their own and francophone cultures (e.g., the use of <i>tu</i> and <i>vous</i>).</li> </ul>	<p><i>s'expriment</i>, SE pp. 12—13.</p> <ul style="list-style-type: none"> <li>• Listen to unit song, <i>Au bal masqué</i>.</li> <li>• Complete <i>Fiche reproductible 4, Musiques du monde</i>, TG, p. 116.</li> <li>• Use the Culture icon in the SE to identify activities that have cultural content.</li> <li>• Refer to <i>Culture à la carte</i>, SE pp. 24—25.</li> <li>• Discover cultural content that the teacher shares via the TG.</li> <li>• Participate in other units of <i>Ça marche!</i></li> <li>• Complete <i>Un journal d'apprentissage</i> using <i>Idées pour la réflexion, Fiche reproductible 1</i>.</li> <li>• Participate in other units of <i>Ça marche!</i></li> <li>• Participate in Teacher-directed “Language Focus” activities and <i>Mini-ateliers</i> found in the TG.</li> <li>• Use the Pearson Website <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a></li> <li>• Read <i>Masques du monde</i>, SE pp. 8—10.</li> <li>• Refer to <i>Culture à la carte</i>, SE pp. 24—25.</li> <li>• Participate in other units of <i>Ça marche!</i></li> </ul>
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<p><b>5. Use Language Learning Strategies</b> Students will use language learning strategies that enable them to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations in their first language as well as in French.</p>	<p>and <i>vous</i>).</p> <ul style="list-style-type: none"> <li>• <b>4.8</b> Recognize features of a multicultural society.</li> <li>• <b>5.1</b> apply strategies to cope with gaps in communication, for example: <ul style="list-style-type: none"> <li>○ recognizing known French in familiar context.</li> <li>○ using gestures, visual cues and occasionally English words.</li> </ul> </li> <li>• <b>5.2</b> Apply knowledge of their own language such as: <ul style="list-style-type: none"> <li>○ recognizing cognates and root word families.</li> <li>○ Guessing meaning from contextual, visual, verbal and non-verbal cues.</li> <li>○ Dealing with uncertainty.</li> </ul> </li> <li>• <b>5.3</b> Recognize patterns in pronunciation, spelling, phrase structure, and questioning techniques.</li> <li>• <b>5.4</b> Demonstrate and understanding of key messages in familiar texts.</li> <li>• <b>5.5</b> Distinguish sounds and language patterns that convey meaning in oral texts delivered by a variety of speakers in controlled situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize multicultural elements in various phases, e.g. <i>Métamorphoses</i>, SE, pp. 6—7.</li> <li>• Use <i>Stratégies</i> found throughout the SE, suggestions from <i>Pour m'aider</i> in <i>Mon carnet</i>, and from the teacher via the TG.</li> <li>• Complete <i>Un journal d'apprentissage</i> using <i>Idées pour la réflexion</i>, <i>Fiche reproductible 1</i>, Part D: <i>Les stratégies</i>.</li> <li>• Hypothesize about content using known language in the pre-activity portion of each phase, e.g. <i>Un masque original</i>, <i>Mon carnet</i>, p. 8.</li> <li>• Use <i>Stratégies</i> found throughout the SE, suggestions from <i>Pour m'aider</i> in <i>Mon carnet</i>, and from the teacher via the TG.</li> <li>• Gather information from <i>Comment ça marche?</i>, phases 4, 7, and 9.</li> <li>• Complete <i>À votre tour</i> in <i>Mon carnet</i>, p. 13.</li> <li>• Complete <i>La visite guidée</i>, <i>Fiche reproductible 4</i>, TG, p. 121.</li> <li>• Refer to <i>Langue express</i> in both SE, pp. 27—28 and <i>Mon carnet</i>, p. 27.</li> <li>• Complete activities that look for key messages in each phase, e.g. <i>Un masque original</i> and <i>La bonne description</i>, <i>Mon carnet</i>, pp. 8—9.</li> <li>• Listen to various speakers and singers on the CD and on the video.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>5.6</b> Use visual and verbal cues and personal experience to make sense of short oral and written texts on familiar topics.</li> <li>• <b>5.7</b> Communicate with support using a combination of single French words and non-verbal strategies, even at the risk of error.</li> <li>• <b>5.8</b> Gather ideas and organize information individually or in groups for a specific audience (e.g., jot notes, brainstorming, vocabulary search).</li> <li>• <b>5.9</b> Recognize the importance of checking for errors when writing.</li> <li>• <b>5.10</b> Use, with support, a French-English dictionary and a glossary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>Stratégies</i> found throughout the SE.</li> <li>• Hypothesize in the pre-activity of each phase.</li> <li>• Reflect on personal experience in the post-activity of each phase.</li> <li>• Participate in various communication activities throughout the unit, particularly <i>Le projet final</i>.</li> <li>• Participate in Teacher-directed brainstorming sessions as per the TG.</li> <li>• Complete <i>Le masque aux adjectifs</i>, <i>Mon carnet</i>, p. 18.</li> <li>• Use <i>Feuille de route</i>, pp. 3—4 and <i>Zoom sur le projet</i>, p. 23 in <i>Mon carnet</i>.</li> <li>• Use <i>Stratégies d'écriture</i>, SE, p. 21.</li> <li>• Use the <i>Lexique</i> found and the back of the SE and <i>Mon carnet</i>.</li> </ul>
Content	Explanation	<i>Ça marche!, Incognito</i>
	The student will demonstrate ways of...	The student can...
Themes	Leisure: <ul style="list-style-type: none"> <li>• Indicating Hobbies and Interests.</li> <li>• Portraying social events.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a mask or facepaint design incorporating elements of personal, artistic, and cultural interest.</li> <li>• Write a description of their mask or facepaint design.</li> <li>• Display their mask or facepaint design during a class exhibit, alternately playing the role of exhibitor and visitor.</li> </ul>
Language Functions	Socializing: <ul style="list-style-type: none"> <li>• Greeting and meeting people.</li> <li>• Ways of introducing oneself.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to an interview between a student and a radio personality, Phase 2: <i>Métamorphoses</i>.</li> <li>• Watch Video segment 1 with student introductions, Phase 1, <i>Ça commence!</i></li> </ul>

	<p>Showing Emotion:</p> <ul style="list-style-type: none"> <li>• Expressing likes and dislikes</li> <li>• Expressing satisfaction and dissatisfaction.</li> </ul> <p>Judging:</p> <ul style="list-style-type: none"> <li>• Indicating rightness or wrongness.</li> </ul> <p>Getting things done:</p> <ul style="list-style-type: none"> <li>• Suggesting a course of action, persuading someone to do something, directing someone to do something.</li> </ul> <p>Getting the Facts:</p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Asking</li> <li>• Explaining</li> </ul> <p>Responding to the Facts:</p> <ul style="list-style-type: none"> <li>• Making comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Present one's mask or face paint design during the classroom exhibit, Phase 10: <i>Le projet final</i>.</li> <li>• Use <i>Après l'exposition</i>, p. 24 and <i>À la fin de l'unité</i>, p. 25 in <i>Mon carnet</i>.</li> <li>• Use <i>Guide de la communication, Partie A: Pour exprimer mon accord ou mon désaccord</i>, SE, p. 29.</li> <li>• Participate in cooperative learning situations throughout the unit.</li> <li>• Refer to <i>Pour travailler en groupe</i> and <i>Les rôles dans un groupe coopératif</i>, <i>Mon carnet</i>, p. 29.</li> <li>• Play the roles of artiste and visitor in a class exhibit of <i>Le projet final</i>.</li> <li>• Compare elements from each phase using <i>Feuille de route</i>, <i>Mon carnet</i>, p. 3—4 and <i>Idées pour la réflexion, Fiche reproductible 1</i>, TG, p. 111—112.</li> </ul>
Culture	<ul style="list-style-type: none"> <li>• Understanding cultural influences</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Culture icon in the SE to identify activities that indicate cultural influences in each phase.</li> <li>• Refer to <i>Culture à la carte</i>, SE pp. 24—25.</li> <li>• Discover cultural influences that the teacher shares via the TG.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Benefiting from a variety of procedures including observation, self-evaluation, peer evaluation and oral and written tests in oral comprehension, oral proficiency, written comprehension and written production</li> </ul>	<ul style="list-style-type: none"> <li>• Complete or make use of <i>Les fiches d'évaluation</i>, TG pp. 128—139 that includes Observation sheets, tests and rubrics</li> <li>• Self-evaluate using <i>Après l'exposition</i>, p. 24 and <i>À la fin de l'unité</i>, p. 25 in <i>Mon carnet</i>.</li> <li>• Peer-evaluate using <i>Auto-évaluation: travail en groupe</i>, <i>Fiche d'évaluation</i></li> </ul>

		<p>2, TG, p. 129.</p> <ul style="list-style-type: none"><li>• Reflect on learning in the post-activity segment of each phase.</li><li>• Reflect on learning in <i>Un journal d'apprentissage</i>.</li><li>• Keep a record of progress in a portfolio following suggestions from the TG.</li></ul>
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