

Newfoundland and Labrador Curriculum To *Ça marche!, À toi le choix!*

An Outcomes-Directed Approach to Learning	Explanation Students will have the opportunity to...	<i>Ça marche!, À toi le choix!</i> Students can...
<p>Upon graduation from high school, students must demonstrate knowledge, skill and attitudes in the essential graduation learnings:</p> <p>Aesthetic Expression</p> <p>Citizenship</p> <p>Communication</p>	<ul style="list-style-type: none"> • experience creative works and respond to them personally, critically and creatively. • understand the relationships between language, culture, and identity and the contribution made by the arts to these relationships. • 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. • establish and maintain relationships, share ideas and opinions, and to be actively involved in a variety of learning experiences. • express, extend, clarify and reflect on their thought, ideas and experiences. 	<ul style="list-style-type: none"> • listen to the unit song, <i>Faut pas craquer</i>: CD track 1, <i>Fiche reproductible 3</i>, Guide p. 188 and respond in Mon carnet, p. 6: <i>Il ne faut pas craquer!</i> • watch the video segments, <i>Entrevue avec une scénariste</i> and <i>Messages à l'écran!</i> and use this information to shape the final project. • read <i>Culture à la carte</i>: Livret pp. 24-25, to learn about different the musical group RudeLuck and to discover the relationship between language and culture. • refer to the cultural information throughout the unit and in <i>Culture à la carte</i>, Livret, p. 24-25. • recognize cultural elements throughout the unit that are provided by the teacher via the Teacher's Guide, e.g., p. 137. • participate in a variety of learning opportunities provided throughout the unit. • share ideas and opinions using <i>Guide de la communication</i>: Livret, p. 30 and <i>Mon carnet</i>, p. 27. • be actively involved in learning experiences by applying models from <i>Zoom sur le projet</i> in each phase to <i>Feuille de route: Mon carnet</i>, pp. 3-5. • start and maintain a portfolio of work and <i>Un journal d'apprentissage</i>. • self-evaluate and peer-evaluate with the <i>Fiches reproductibles</i> in

<p>Personal Development</p>	<ul style="list-style-type: none"> • Build on their awareness of language skills, strategies and processes used to learn French, which will help them to strengthen their own language. • develop successful social interactions. 	<p>with the <i>fiches reproductibles</i> in the TG or on CD-Rom: <i>Grille d'appréciation pour les activités orales</i> : n° 2, page 1208; <i>Grille d'appréciation pour le travail en groupe</i> : n° 3, page 209; <i>Grille d'appréciation pour les activités écrites</i> : n° 4, page 210 and <i>Cartes des progrès pour le projet final</i>, n° 5, page 211.</p> <ul style="list-style-type: none"> • Reflect on learning in the post-activity segment of each phase. • Recognize spiralling vocabulary and structures built into a variety of activities throughout the unit. • participate in individual and cooperative group activities in which various group roles are assigned, e.g. the final project. • Refer to <i>Guide de la communication</i>: Livret, p. 30 and Mon carnet, p. 27 for ways to express their opinion. • Refer to <i>Stratégie d'interaction orale</i>: Livret, p. 24 and <i>Stratégies pour m'aider</i>, Mon carnet, pp. 28—29.
<p>Problem Solving</p>	<ul style="list-style-type: none"> • 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. • Work independently and collaboratively to apply critical, analytical and creative thinking skills. 	<ul style="list-style-type: none"> • Build on the strength of his or her own Multiple Intelligence that the teacher can encourage via information provided in the TG. • take a specific role in cooperative group activities to clarify the information necessary to complete activities following <i>Le travail en groupe</i>: Fiche reproductible 5, TG, p. 191 • complete <i>Feuille de route</i>: Mon carnet, pp. 3-5 to apply critical thinking skills to each phase. • use analytical thinking skills to complete <i>Comment ça marche?</i>: Livret, Phases 3, 6 and 9 and activities in Mon carnet: <i>Fais une suggestion</i>, p. 10, <i>Fais comme moi!</i> p. 11, <i>Qu'est-ce qu'il faut faire?</i>, pp. 16-17 and <i>Il faut dire "Non!"</i>, p. 22.

<p>2. Acquiring Information Students will acquire information from French language resources.</p>	<ul style="list-style-type: none"> • 1.2 make simple requests (ask permission: use <i>est-ce que</i>; intonation begin to use inversion). • 1.3 share information about likes/dislikes (<i>J'aime/je n'aime pas, je préfère</i>, etc.). • 1.4 use features of voice and gesture to help clarify meaning in brief conversations (e.g., intonation, tone, rhythm of speech, etc.). • 1.5 participate in familiar activities: <ul style="list-style-type: none"> ○ Use a range of vocabulary. ○ Emphasizing the present tense. • 1.6 develop short oral and written texts (25—30 words) using simple sentences. • 1.7 transcribe an oral text of 25—30 words based on learned vocabulary and expression with a 75 % rate of accuracy. • 2.1 listen attentively to texts on familiar topics: <ul style="list-style-type: none"> ○ for global comprehension. ○ for specific information when given contextual clues. 	<ul style="list-style-type: none"> • present their final project to the class and choose the most effective campaign. • refer to <i>Guide de la communication</i>: Livret, p.30 and <i>Mon carnet</i>, p. 27 for ways to express their opinion. • complete a <i>Journal d'apprentissage</i> with teacher suggestions from the TG, e.g., p. 143. • share information about likes and dislikes in <i>Mon carnet: Après le projet final: Mon auto-évaluation</i> and <i>A la fin de l'unité</i>, pp. 23, 24. • use strategies listed in <i>Stratégies pour m'aider: Mon carnet</i>, pp. 28. • use strategies listed in the <i>Livret: Stratégies pour regarder une vidéo</i>, pp. 19,20. • use vocabulary and language structures that spiral throughout the unit in various activities. • adapt models taken from <i>Zoom sur le projet</i> to create original sentences and present the final project in the present tense. • develop vocabulary using <i>Les cartes de vocabulaire</i>: TG, pp. 204-205 and <i>Vocabulaire de base</i> and <i>Vocabulaire supplémentaire</i>: TG, pp. 23-28. • use strategies listed in <i>Stratégies pour m'aider: Mon carnet</i>, pp. 29. • write about and present their region in simple sentences. • check their rate of accuracy against summative rubrics: <i>Rubrique pour le projet final (Partie oral)</i> and <i>Rubrique pour le projet final (Partie écrite)</i> • listen to and watch the video segment <i>Intro à À toi le choix!</i> and check for global comprehension by brainstorming the main ideas, TG, p. 41 and by review the steps to the final project in the Livret: <i>Zoom sur le projet</i>, p. 43.
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	<ul style="list-style-type: none"> • 2.2 Read a variety of classroom resources for information and pleasure (e.g., brochures, telephone directory, menus, etc.) • 2.3 Obtain information from material on familiar topics (e.g., posters, catalogues, etc.) • 2.4 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). • 2.5 identify key messages in media texts on familiar topics (e.g., radio, TV, newspapers). • 2.6 read aloud with good pronunciation and intonation short texts composed of previously learned vocabulary and structures. 	<ul style="list-style-type: none"> • listen for specific information when given contextual clues in Mon carnet: <i>Projet pression</i>, p. 9 and <i>La pression positive</i>, p. 13. • hypothesize about types of public service messages presented in Phase 4 in Mon carnet: <i>Les messages motivants</i>, p. 12. • use <i>Stratégies d'écoute: Livret</i>, p. 2 and 10 as well as <i>Stratégies pour m'aider: Mon carnet</i>, p. 28. • follow along with CD track 13 <i>La persuasion publique: Livret</i>, pp.12-13 and track 16 <i>Refusez sans reserve: Livret</i>, pp. 16-18 for global comprehension. • read lyrics to the unit song <i>Faut pas craquer: fiche reproductible 3, TG</i>, p. 188, • Read a variety selections in the Livret: public service announcements in Phase 4: <i>Action pression: pp. 10-11</i> and Phase 5: <i>La persuasion publique: pp. 12-13</i> and a storyboard in Phase 7: <i>Refusez sans reserve: pp.16-</i> • refer to <i>Culture à la carte, SE</i> pp. 24—25 . • obtain information from a graph of teen habits: <i>Culture à la carte :Livret</i>, pp. 24-25 and from a game <i>Jeu de cartes: Chasse aux choix: Fiches reproductible -8, TG</i> pp. 196-197. • participate in other units of <i>Ça marche!</i> • watch video segments <i>Entrevue avec une scénariste</i> and <i>Messages à l'écran!</i> • identify message in the unit song <i>Faut pas craquer!</i>. CD track 1. • prepare and read a dialogue in Mon carnet: <i>Projet pression</i>, p. 9, part B.
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<p>3. Experiencing Creative Works Students will demonstrate their understanding of creative works in French by responding to them personally, critically and creatively.</p>	<ul style="list-style-type: none"> • 3.1 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). • 3.2 Identify the sequence of events in terms of time and place in familiar text (e.g., arrange sequence of events). • 3.3 Demonstrate general comprehension of passages of recombined elements by completing: <ul style="list-style-type: none"> ○ multiple choice items. ○ a series of true/false statements. ○ simple sentences. • 3.4 Represent the main idea of a story by creating cartoons or drawing pictures. • 3.5 Predict global meaning by identifying contextual clues (e.g., cognates, titles, illustrations, gestures, intonation, word association). • 3.6 Identify emotions evoked by a picture, an idea, or an action. • 3.7 Respond with support to events, characters, and ideas through a variety of means (e.g., murals, short responses to questions, role play). • 3.8 identify messages used in publicity (e.g., recognizing sale items). • 3.9 Recognize that music, sounds and voice create different effects in a text. 	<ul style="list-style-type: none"> • create a storyboard for after reading a storyboard in Phase 7: <i>Refusez sans reserve!</i> Livret, pp. 18-20 using a choice of fiches reproductibles 10, 11 or 12: <i>Je peux choisir (A) or (B)</i>, <i>Un scénario-maquette</i>. TG, p. 199-201. • put sentences in order: <i>Non, non et non!</i> fiche reproductible 13, p. 202. • participate in teacher, peer and self-directed activities throughout the unit. • complete a storyboard in Phase 7: <i>Un scénario-maquette</i>. TG, p. 201. • complete <i>Un journal d'apprentissage</i> using suggestions from the teacher via the TG, e.g., p. 77. • use strategies found throughout the <i>Livret</i> and in <i>Stratégies pour m'aider: Mon carnet</i>, pp. 29-30. • discuss photos in the <i>Livret</i>, particularly in Phase 1: <i>Ça commence</i> • react to public service announcements in Phase 5: <i>La persuasion publique</i>: Livret, pp. 12-13. • respond to ideas using short responses to questions in the pre-activity, activity and post-activity portion of each phase. • Dramatize an original public service announcement for the final project. • identify messages created in Public Service Announcements and create an original message for the final project. • discuss the unit song, <i>Faut pas craquer</i>: CD, track 1
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<p>4. Understanding Cultural Influences 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>	<ul style="list-style-type: none"> • 4.1 demonstrate a knowledge of the French cultural heritage of Canada: <ul style="list-style-type: none"> ○ identify francophone areas. ○ identify prominent francophones. • 4.2 identify and share, with support, personal customs and behavioural patterns (e.g., list celebrations important to their families). • 4.3 identify similarities and differences between their own customs /behaviours and those of francophone cultures in Canada (e.g., compare their likes and dislikes in music, leisure activities, etc.). • 4.4 identify examples of French language material (e.g., newspaper, magazines, etc.). • 4.5 demonstrate an awareness of cultural idioms and nuances in spoken French (e.g., <i>Il a froid; il est froid, il fait froid</i>). • 4.6 extract information from print or electronic sources on French speaking regions or countries. • 4.7 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>). • 4.8 recognize features of a multicultural society. 	<ul style="list-style-type: none"> • use the Pearson Website www.pearsoned.ca/camarche • refer to <i>Culture à la carte: Livret</i>, pp. 26-27. • identify Marcel St. Pierre, a Canadian Francophone actor and comedian. • participate in other units of <i>Ça marche!</i>. • identify similarities and differences between habits of Canadian youth and those of francophone youth in France in Phase 5 through <i>Culture à la carte: Livret</i>, p. 27. • view authentic French language materials on the Pearson Addison Wesley Website www.pearsoned.ca/camarche. • participate in “Language Focus” activities: <i>faut pas vs. il ne faut pas</i>, TG, p. 35. • get information from the Pearson Addison Wesley Website www.pearsoned.ca/camarche. • participate in other units of <i>Ça marche!</i> • participate in other units of <i>Ça marche!</i>
<p>5. Use Language Learning Strategies Students will use language-learning strategies that enable them to access information, clarify and negotiate meaning and</p>	<ul style="list-style-type: none"> • 5.1 apply strategies to cope with gaps in communication, for example: <ul style="list-style-type: none"> ○ recognizing known French in familiar context 	<ul style="list-style-type: none"> • hypothesize about content using known language in the pre-activity portion of Phases 1, 3, 7 and 8. • use <i>Stratégies</i> found throughout

<p>cope effectively in unfamiliar situations in their first language as well as in French.</p>	<p>in familiar context.</p> <ul style="list-style-type: none"> ○ using gestures, visual cues and occasionally English words. ● 5.2 apply knowledge of their own language such as: <ul style="list-style-type: none"> ○ recognizing cognates and root word families. ○ guessing meaning from contextual, visual, verbal and non-verbal cues. ○ Dealing with uncertainty. ● 5.3 recognize patterns in pronunciation, spelling, phrase structure, and questioning techniques. ● 5.4 demonstrate and understanding of key messages in familiar texts. ● 5.5 distinguish sounds and language patterns that convey meaning in oral texts delivered by a variety of speakers in controlled situations. ● 5.6 use visual and verbal cues and personal experience to make sense of short oral and written texts on familiar topics. ● 5.7 communicate with support using a combination of single French words and non-verbal strategies, even at the risk of error. ● 5.8 Gather ideas and organize information individually or in groups for a specific audience (e.g., jot notes, brainstorming, vocabulary search). ● 5.9 Recognize the importance of checking for errors when writing. ● 5.10 Use, with support, a 	<p>the <i>Livret</i>, suggestions from <i>Stratégies pour m'aider</i>, <i>Mon carnet</i>, pp. 28-29 and from the teacher via the TG.</p> <ul style="list-style-type: none"> ● gather information from analytical phases: <i>Comment ça marche?</i> 3, 6, and 9. ● refer to <i>Langue express: Livret</i>, pp. 28-29 and <i>Mon carnet</i>, pp. 25-26. ● use the <i>Lexique: Livret</i>, pp. 31-31 and <i>Mon carnet</i>, pp. 30-32. ● use strategies found throughout the <i>Livret</i> and in <i>Stratégies pour m'aider: Mon carnet</i>, pp. 28-29. ● take patterns from each phase illustrated in <i>Zoom sur le projet</i> and record original work on <i>Feuille de route: Mon carnet</i>, pp. 3-5. ● complete activities that look for key messages in each phase in <i>Mon carnet</i> and record other ideas on <i>Feuille de route: Mon carnet</i>, pp. 3-5 ● listen to various speakers and singers on the CD and on the video. ● use strategies found throughout the <i>Livret</i> and in <i>Stratégies pour m'aider: Mon carnet</i>, pp. 28-29. ● hypothesize in the pre-activity of Phases 1, 2, 7 and 8. ● reflect on personal experience in the post-activity of each phase. ● participate in various communication activities throughout the unit, particularly <i>Le projet final</i>. ● participate in Teacher-directed brainstorming sessions as per the TG. ● use <i>Feuille de route: Mon carnet</i>, pp. 3-5. ● use <i>Stratégies d'écriture: Livret</i>, p. 24 and <i>Mon carnet</i>, p. 29. ● Use the <i>Lexique: Livret</i>, pp. 31-
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	French-English dictionary and a glossary.	32 and <i>Mon carnet</i> , pp. 30-32.
Content		<i>Ça marche!, À toi le choix!</i> The student can...
Themes	Leisure: <ul style="list-style-type: none"> Routines outside school or School Current issues 	<ul style="list-style-type: none"> create a public service announcement about peer pressure to shoplift or smoke create a public service announcement about skipping classes.
Language Functions	<p>Socializing:</p> <ul style="list-style-type: none"> Greeting and meeting people. Ways of introducing oneself. <p>Showing Emotion:</p> <ul style="list-style-type: none"> Expressing likes and dislikes Expressing satisfaction and dissatisfaction. <p>Judging:</p> <ul style="list-style-type: none"> Indicating rightness or wrongness. <p>Getting things done:</p> <ul style="list-style-type: none"> Suggesting a course of action, persuading 	<ul style="list-style-type: none"> watch Video segment 1 with student introductions, Phase 1, <i>Ça commence!</i> present the group public service announcement, Phase 10: <i>Le projet final</i>. express likes and dislikes about public service announcements and positive and negative peer pressure throughout the unit. express likes and dislikes in <i>Mon carnet: Après le projet final: Mon auto-évaluation</i> and <i>A la fin de l'unité</i>, pp. 23, 24. express satisfaction and dissatisfaction with <i>fiches d'évaluation 2-5</i> in the TG or on CD-Rom, pp. 208-211: <i>Grille d'appréciation pour les activités orales, Grille d'appréciation pour le travail en groupe, Grille d'appréciation pour les activités écrites</i>, and <i>Cartes des progrès pour le projet final</i>. self-evaluate using a portfolio and a <i>Journal d'apprentissage</i> with teacher suggestions from the TG, e.g., p. 128; <i>Mon carnet, Après le projet final: Mon auto-évaluation</i> and <i>A la fin de l'unité</i>, pp. 23, 24; use <i>Guide de la communication: Livret</i>, p. 29 and <i>Mon carnet</i>, p. 27. judge rightness or wrongness of actions and peer pressure throughout the unit. participate in cooperative learning situations throughout

	<p>someone to do something, directing someone to do something.</p> <p>Getting the Facts:</p> <ul style="list-style-type: none"> • Identifying • Asking • Explaining <p>Responding to the Facts:</p> <ul style="list-style-type: none"> • Making comparisons 	<p>the unit.</p> <ul style="list-style-type: none"> • refer to <i>Le travail en groupe</i>: fiche reproductible 5, TG, p. 191. • record elements from each phase using <i>Feuille de route, Mon carnet</i>, p. 3-5. • make comparisons between positive and negative influencers. • make comparisons about the final project to select the most effective final project campaign.
Culture	<ul style="list-style-type: none"> • Understanding cultural influences 	<ul style="list-style-type: none"> • use the Culture icon in the <i>Livret</i> to identify activities that relate to cultural in each phase. • refer to <i>Culture à la carte</i>, SE pp. 26-27. • discover cultural influences that the teacher shares via the TG.
Evaluation	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • self-evaluate and peer-evaluate with the fiches d'évaluation 2-6 in the TG or on CD-Rom, pp. 208-211: <i>Grille d'appréciation pour les activités orales, Grille d'appréciation pour le travail en groupe, Grille d'appréciation pour les activités écrites</i>, and <i>Cartes des progrès pour le projet final</i>. • self-evaluate using a portfolio and a <i>Journal d'apprentissage</i> with teacher suggestions from the TG, e.g., p. 143; <i>Mon carnet, Après le projet final: Mon auto-évaluation</i> and <i>A la fin de l'unité</i>, pp. 23, 24; • reflect on learning in the post-activity segment of each phase. • receive formative evaluation by the teacher on <i>fiches d'évaluation 7-9</i> in the TG or on CD-Rom, pp. 213-215: <i>Grille d'appréciation pour les activités orales, Grille d'appréciation pour le travail en groupe</i>, and <i>Grille d'appréciation pour les activités écrites</i>. • take tests to assist in the evaluation of skills, abilities and knowledge: <i>fiches d'évaluation 10 and 11</i>, TG, pp. 216-220.

		<ul style="list-style-type: none">• receive summative evaluation on : <i>Rubrique pour le projet finale</i> : fiches d'évaluation 12 and 13, Guide, pages 166-167 that identify the required criteria for the final project in both Oral and Written Production.
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