

An Outcomes-Directed Approach to Learning	Explanation Students will have the opportunity to...	In this <i>Ça marche!</i> unit, students can...
Upon graduation from high school, students must demonstrate knowledge, skill and attitudes in the essential graduation learnings:		
Aesthetic Expression	<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 	<ul style="list-style-type: none"> • listen to the poem <i>La Super Invention</i> (CD Track 1) and illustrate activities (MC p. 7). • listen to the song <i>Tout Change</i> (CD Track 10) and complete the activity in TG pp. 67-68. • link to authentic information related to via the Pearson website at www.pearsoned.ca/camarche. • listen to <i>Culture à la carte</i> (Livret, pp. 20-21, CD Tracks 2-6).
Citizenship	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • refer to the cultural information throughout the unit and acquire an understanding of the links between culture and identity through <i>Culture à la carte</i> (Livret pp. 20-21, CD Tracks 2-6). • recognize cultural elements throughout the unit that are facilitated by the teacher in the TG. • acquire an understanding of the links between culture and identity by listening to the unit songs.
Communication	<ul style="list-style-type: none"> • 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 thoughts and ideas. 	<ul style="list-style-type: none"> • participate in a wide variety of communicative learning activities throughout the unit (i.e. brainstorming, discussion, and games). • share ideas and opinions in preparation for a final project. • reflect on learning in the post-activity segment of each phase. • share ideas and opinions using GDLC (Livret, p. 23). • be actively involved in learning experiences by applying models from <i>Zoom sur le projet</i> in each phase to <i>Feuille de route</i> (MC pp. 3-5). • complete final project. • complete questionnaire (MC p. 8). • engage in a variety of cooperative learning activities (i.e. TG pp. 44-45). • participate in a role play on <i>La Machine mystérieuse</i> (TG pp. 87-88). • in the role of an inventor, complete MC p. 12. • in the role of a patent officer, complete the activity in TG p. 57. • implement and maintain a portfolio of work and <i>Un journal d'apprentissage</i>. • self-evaluate and peer-evaluate with the <i>Fiches d'évaluation</i> (TG, pp. 147-161 and the CD-Rom). • refer to GDLC (Livret, p. 23) • refer to <i>Stratégies pour m'aider</i> (MC, pp. 28-29). • refer to strategies presented throughout the Livret. • avail of opportunities (i.e. discussion, games and brainstorming) to express ideas.

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		<ul style="list-style-type: none"> • complete application/transfer activities (i.e. Livret, pp. 10-11, TG, pp. 62-65). • complete final project. • listen to the poem <i>La Super Invention</i> (CD Track 1) and illustrate and label two other activities (MC, p. 7). • engage in a variety of cooperative learning activities (i.e. TG, pp. 44-45). • complete <i>Eurêka</i> (MC, p. 12).
<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. 	<ul style="list-style-type: none"> • refer to <i>Stratégies pour m'aider</i> (MC, pp. 28-29). • recognize new vocabulary and grammatical structures incorporated into the variety of activities presented throughout the unit, <i>Comment ça marche</i> sections in Livret and accompanying activities in MC and TG and the Pearson website. • complete application/transfer activities in Livret, (i.e. p. 11). • refer to strategies throughout Livret and TG.
	<ul style="list-style-type: none"> • Recognize that all outcomes at all grades contribute to this learning. 	<ul style="list-style-type: none"> • refer to other <i>Ça marche!</i> units.
	<ul style="list-style-type: none"> • Develop personal and interpersonal skills. 	<ul style="list-style-type: none"> • participate in individual and cooperative group activities in which various group roles are assigned (i.e. TG, p. 44-45). • refer to the GDLC (Livret, p. 23) • refer to <i>Stratégies pour m'aider</i> (MC, pp. 28-29). • refer to <i>Fiches d'évaluations</i> 1, 2, 4, 5, 6, 7, 9, 12, and 13 in order to evaluate their ability to work independently and effectively (see TG, pp. 148, 150-153, 155, 160-161). • refer to <i>Fiches d'évaluations</i> 2, 3, 4 and 8 in order to evaluate their ability to work with others effectively (see TG, pp. 148-150, 154). • engage in various teacher-directed brainstorming sessions throughout the unit (i.e. section 1 of each phase). • participate in games (i.e. TG, p. 66).
<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. 	<ul style="list-style-type: none"> • work collaboratively in cooperative group activities to clarify information required to complete tasks (see TG, pp. 44-45). • refer to GDLC (Livret, p. 23). • refer to <i>Lexiques</i> (MC pp. 30-32 and Livret p. 24). • refer to <i>Vocabulaire de base and Vocabulaire supplémentaire</i> (TG pp. 21-24). • refer to strategies presented throughout the Livret and the TG. • refer to <i>Stratégies pour m'aider</i> (MC pp. 28-29) • participate in teacher-directed instruction as

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		<p>indicated in various sections of the TG.</p> <ul style="list-style-type: none"> • refer to vocabulary cards (TG, pp. 144-145). • listen to the unit theme song, <i>Tout Change</i> (CD Track 10) and underline unknown words (TG, p. 36). • apply learned strategies to various communicative comprehension activities (i.e. MC, p. 9). • participate in a wide variety of communicative activities throughout the unit (i.e. brainstorming, games, discussion, etc.).
	<ul style="list-style-type: none"> • Work independently and collaboratively to apply critical, analytical and creative thinking skills. 	<ul style="list-style-type: none"> • build on the strength of their own multiple intelligences which can be facilitated by the teacher with ideas and information presented throughout the phases in the TG. • complete <i>Feuille de route</i> (MC, pp. 3-5) to apply critical thinking skills in each phase. • complete final project using information from <i>Feuille de route</i> (MC, pp. 3-5). • engage in various cooperative learning activities throughout the unit (i.e. TG, pp. 44-45). • complete <i>Eurêka</i> (MC, p. 12).
	<ul style="list-style-type: none"> • Express him or herself accurately in unique and different ways. 	<ul style="list-style-type: none"> • complete a variety of activities using various language skills throughout the unit. • refer to GDLC (Livret, p. 23). • refer to <i>Stratégies pour m'aider</i> (MC, pp. 28-29). • use technology to complete or extend tasks (see TG, p. 13). • accommodate their interests and abilities through differentiation (see TG, p. 8-9). • participate in games (i.e. TG, p. 66). • listen to the poem <i>La Super Invention</i> (CD, Track 1) and illustrate two other activities (MC, p. 7). • complete a questionnaire (MC, p. 8). • engage in various cooperative learning activities throughout the unit (i.e. TG, pp. 44-45). • in the role of an inventor, complete <i>Eurêka</i> (MC, p. 12). • in the role of a patent officer, complete activity in TG, p. 57. • engage in the role play on <i>La Machine Mystérieuse</i> (TG, pp. 87-88). • read <i>L'école de l'avenir</i> (Livret, pp. 8-9) and complete <i>Les demandes de brevet</i> (MC, pp. 10-11).

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	<ul style="list-style-type: none"> Develop flexibility and creativity in the use of problem solving strategies. 	<ul style="list-style-type: none"> build on the strength of their own multiple intelligences which can be facilitated by the teacher with ideas and information presented throughout the phases in the TG. engage in various cooperative learning activities throughout the unit (i.e. TG, pp. 44-45).
Technological Competence	<ul style="list-style-type: none"> Use computers 	<ul style="list-style-type: none"> use the Pearson Website to find information on topics related to the unit. access the website to view exemplars of student work. incorporate suggestions in TG, p. 13 (i.e. use software to produce graphic organizers and use a computer for written production).
	<ul style="list-style-type: none"> Explore issues related to the use of technology in society 	<ul style="list-style-type: none"> read/listen to <i>Culture à la carte</i> (Livret, pp. 20-21, CD Tracks 2-6). read <i>L'ordi savant</i> section of <i>L'école de l'avenir</i> (Livret, p. 8).
Spiritual and Moral Development	<ul style="list-style-type: none"> Develop a tolerance for others and a respect for their rights. 	<ul style="list-style-type: none"> refer to <i>Le travail en groupes, Fiche d'évaluation 3</i> (TG, p. 149). express opinions respectfully by using expressions outlined in GDLC (Livret p. 23). participate in the various cooperative learning activities and brainstorming sessions presented throughout the unit.
	<ul style="list-style-type: none"> Examine their own behaviours and customs and compare them to those of francophones. 	<ul style="list-style-type: none"> refer to other <i>Ça marche!</i> units.
Specific Curriculum Outcomes for Grade 8		
1. Communicating Students will use French to establish and maintain relationships, to share ideas and opinions, and to get things done.	<ul style="list-style-type: none"> 1.1 participate in directed short conversations for a variety of purposes (structure is provided) 	<ul style="list-style-type: none"> present their final project to the class. through the numerous communicative activities, work both individually and in groups to exchange information orally (i.e. step 1 of each phase). use GDLC (Livret, p. 23) and <i>Stratégies pour m'aider</i> (MC, pp. 28-29).
	<ul style="list-style-type: none"> 1.2 ask for specific information/objects when given some support (e.g. use <i>combien de, à quelle heure, pourquoi</i>, etc.) 	<ul style="list-style-type: none"> refer to GDLC (Livret p. 23). participate in games (i.e. TG p. 66).
	<ul style="list-style-type: none"> 1.3 Share information about activities and interests with some support (<i>je préfère</i>, etc.) 	<ul style="list-style-type: none"> through the numerous communicative activities, exchange information orally (i.e. step 1 of each phase). refer to the GDLC (Livret, p. 23). use structures provided in many activities in MC. complete a <i>Journal d'apprentissage</i> after each phase using suggestions in TG. complete the final project and share it with the class.

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	<ul style="list-style-type: none"> • 1.4 Use features of voice and gesture to help clarify meaning in conversations (e.g., intonation, tone, rhythm of speech, etc.) 	<ul style="list-style-type: none"> • pay particular attention to these elements when watching the video segments. • use <i>Stratégies pour regarder une video</i> (Livret, p. 16). • use strategies listed in <i>Stratégies pour m'aider</i> (MC, pp. 28-29). • use <i>Stratégies d'écoute</i> (Livret, pp. 2 and 6). • apply these elements when engaging in the various individual and collaborative activities presented throughout the unit. • pay particular attention to these elements when listening to the various selections on CD (i.e. poem <i>La Super Invention</i> – CD Track 1). • apply these features to the role play on <i>La Machine Mystérieuse</i> (TG, pp. 87-88).
	<ul style="list-style-type: none"> • 1.5 Participate in familiar activities: <ul style="list-style-type: none"> ○ Use a range of vocabulary. ○ Emphasizing the present tense. ○ Use oral and simple written forms 	<ul style="list-style-type: none"> • access Pearson Website for theme vocabulary. • use vocabulary and grammatical structures which are presented throughout the unit (i.e. <i>Comment ça marche</i> and supporting activities in MC). • adapt models taken from <i>Zoom sur le projet</i> to create original sentences in the present tense. • enhance vocabulary by using les Cartes de vocabulaire (TG, pp. 144-145), <i>Lexique</i> (Livret, p. 24, MC, pp. 30-32) and <i>Vocabulaire de base and Vocabulaire supplémentaire</i> (TG, pp. 21-24). • avail of suggestions outlined in TG, pp. 13-17 and <i>Vocabulary Building</i> sections throughout the TG. • implement and maintain a personal dictionary (see <i>Vocabulary Building</i> suggestions in TG). • participate in the variety of communicative activities presented throughout the unit (i.e. discussion, games and brainstorming).
	<ul style="list-style-type: none"> • 1.6 Write for a variety of purposes in structured situations applying the stages of the writing process. <ul style="list-style-type: none"> ○ Written texts (50-55 words) 	<ul style="list-style-type: none"> • reflect on their own learning through completion of <i>Journal d'apprentissage</i> activities. • use strategies listed in <i>Stratégies pour m'aider</i> (MC pp. 28-29). • refer to <i>Stratégies d'écriture</i> (Livret, p. 18). • complete the final project referring to information throughout the unit, particularly, <i>Feuille de route</i> (MC pp. 3-5).
	<ul style="list-style-type: none"> • 1.7 Transcribe an oral text of 50-55 words based on learned vocabulary and expression with a 75 % rate of accuracy. 	<ul style="list-style-type: none"> • check their performance using <i>Fiches d'évaluations 12 and 13</i> (TG, pp. 160-161).

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<p>2. Acquiring Information Students will acquire information from French language resources.</p>	<ul style="list-style-type: none"> • 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"> • use <i>Stratégies d'écoute</i> (Livret, p. 2 and 6) and <i>Stratégies pour m'aider</i> (MC, pp. 28-29). • use information presented in <i>Strategy Focus: Listening</i> sections in TG (i.e., p. 29). • listen to other students' presentations of final task. • listen to <i>À l'écoute des jeunes</i> (CD, Track 11) and complete MC p. 9. • listen to the unit theme song, <i>Tout Change</i> (CD, Track 10). • listen to the poem <i>La Super Invention</i> (CD, Track 1) and complete MC p. 6. • listen to <i>Culture à la carte</i> (CD, Tracks 2-6, Livret pp. 20-21). • listen to/view Video Segment 1. • view/listen to <i>Entrevue</i> (Video segment 3) and complete MC, pp. 20-21. • listen to <i>Assistance techno-scolaire</i> (CD, Track 14) and verify predictions in MC, p. 16. • listen to the song <i>Tout Change</i> (CD Track 10) and complete the activity on pp. 67-68 of TG. • listen to the presentations and complete the activity on p. 57 of TG.
	<ul style="list-style-type: none"> • 2.2 Extract information from French materials in order to complete an assigned task (e.g., select meal from a menu) 	<ul style="list-style-type: none"> • use <i>Stratégies de lecture</i> (Livret p. 8 and 12) and <i>Stratégies pour m'aider</i> (MC pp. 28-29). • listen to the poem <i>La Super Invention</i> (CD Track 1) and complete MC, p. 6. • listen to <i>À l'écoute des jeunes</i> (CD, Track 11) and complete MC, p. 9. • listen to/view Video Segment 1 and apply ideas to le projet final. • view/listen to <i>Entrevue</i> (Video segment 3) and complete MC, pp. 20-21. • Read <i>L'école de l'avenir</i> (Livret, pp. 8-9) and complete <i>Les demandes de brevet</i> (MC, pp. 10-11).
	<ul style="list-style-type: none"> • 2.3 Read about familiar topics for information (e.g. magazines, TV guide, etc.) 	<ul style="list-style-type: none"> • use <i>Stratégies de lecture</i> (Livret p. 8 and 12) and <i>Stratégies pour m'aider</i> (MC, pp. 28-29).
	<ul style="list-style-type: none"> • 2.4 Process specific information from French resources (e.g. magazines, atlas, pamphlets, computer software, etc.) to complete an assigned task (e.g. complete a personal data sheet on a French musician) 	<ul style="list-style-type: none"> • use <i>Stratégies de lecture</i> (Livret, p. 8 and 12) and <i>Stratégies pour m'aider</i> (MC, pp. 28-29). • refer to the Pearson Website. • complete MC, p. 20.
	<ul style="list-style-type: none"> • 2.5 Identify key messages in media texts on familiar topics (e.g., radio, TV, newspapers). 	<ul style="list-style-type: none"> • use <i>Stratégies de lecture</i> (Livret, p. 8 and 12) and <i>Stratégies pour m'aider</i> (MC, pp. 28-29).
	<ul style="list-style-type: none"> • 2.6 Read aloud with good pronunciation and intonation short texts containing recombined material of learned vocabulary. 	<ul style="list-style-type: none"> • use <i>Stratégies pour bien parler</i> (Livret, p. 18) and <i>Stratégies pour m'aider</i> (MC, pp. 28-29).

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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). 	<ul style="list-style-type: none"> • listen to the poem <i>La Super Invention</i> (CD Track 1) and illustrate two activities (MC p. 7).
	<ul style="list-style-type: none"> • 3.2 Identify the main idea in familiar texts (e.g. dialogue, story, pictures, poem, articles, song). 	<ul style="list-style-type: none"> • listen to the poem <i>La Super Invention</i> (CD Track 1) and complete MC p. 6. • listen to <i>À l'écoute des jeunes</i> (CD Track 11) and complete MC p. 9. • listen to <i>Assistance techno-scolaire</i> (CD Track 14) and verify predictions in MC p. 10. • listen to the song <i>Tout Change</i> (CD Track 10) and complete the activity in TG pp. 67-68. • listen to the presentations and complete the activity on p. 57 of TG. • view/listen to <i>Entrevue</i> (Video segment 3) and complete MC pp. 20-21. • read <i>L'école de l'avenir</i> (Livret, pp. 8-9) and complete <i>Les demandes de brevet</i> (MC, pp. 10-11). • read <i>Le Robobiblio</i> (Livret, pp. 12-13) and complete MC, p. 15
	<ul style="list-style-type: none"> • 3.3 Demonstrate general comprehension of passages by <ul style="list-style-type: none"> ○ responding to short answer questions ○ completing sentences 	<ul style="list-style-type: none"> • participate in teacher, peer and self-directed activities throughout the unit (i.e. supporting comprehension activities presented in MC and oral comprehension questions presented in TG. • listen to <i>À l'écoute des jeunes</i> (CD, Track 11) and complete MC p. 9. • read <i>L'école de l'avenir</i> (Livret, pp. 8-9) and complete <i>Les demandes de brevet</i> (MC, pp. 10-11). • read <i>Le Robobiblio</i> (Livret pp. 12-13) and complete MC p. 15
	<ul style="list-style-type: none"> • 3.4 Summarize in oral and written forms the events in a story. 	<ul style="list-style-type: none"> • participate in other units of <i>Ça marche!</i>
	<ul style="list-style-type: none"> • 3.5 Predict global meaning by identifying contextual clues (e.g., cognates, titles, illustrations, gestures, intonation, word association). 	<ul style="list-style-type: none"> • use <i>Stratégies de lecture</i> (Livret, p. 8 and 12), <i>Stratégies pour m'aider</i> (MC, pp. 28-29). • avail of the numerous colored illustrations presented in the Livret. • participate in teacher-directed instruction as directed throughout the unit.
	<ul style="list-style-type: none"> • 3.6 Describe emotions evoked by a picture, an idea or an action. 	<ul style="list-style-type: none"> • discuss photos in Livret. • discuss photos of classroom related frustrations (Livret, pp. 6-7).
	<ul style="list-style-type: none"> • 3.7 Share personal responses to events, characters and ideas through a variety of means (e.g., murals, short responses to questions, role play). 	<ul style="list-style-type: none"> • respond to ideas using short responses to questions in the pre-activity, activity and post-activity segments of each phase. • engage in the role play <i>La Machine Mystérieuse</i> (TG, pp. 87-88).

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	<ul style="list-style-type: none"> • 3.8 Identify messages used in publicity and recognize the ideas and attitudes represented by visuals (e.g., comparing the visuals used in a publicity for ideas and attitudes portrayed) • 3.9 Recognize how music, sounds and voice create different effects in a text. 	<ul style="list-style-type: none"> • discuss photos throughout unit. • refer to <i>Stratégies pour m'aider</i> (MC, pp. 28-29). • listen to and discuss unit songs. • watch video.
<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 in the world ○ identify francophone contributions to Canada's cultural heritages (e.g. the arrival of French explorers in Canada) • 4.2 Identify and share, with support, their own family, school, community customs and behavioural patterns (e.g. present a short report on local customs) • 4.3 Identify similarities and differences between their own customs and behaviours and those of francophone cultures in Canada (e.g., compare food custom, holiday celebrations, etc.) • 4.4 Recognize that French language materials reflect francophone culture (e.g. magazine article on the <i>Carnaval</i>, etc.) • 4.5 Identify cultural idioms and nuances in spoken French (e.g., <i>J'ai 12 ans</i>) • 4.6 Use information from print or electronic sources to demonstrate awareness of French-speaking regions and countries. • 4.7 Identify the use of social conventions in their own and francophone cultures (e.g., the use of <i>allô, bonjour, salut</i>) • 4.8 Recognize the multicultural nature of Canada. 	<ul style="list-style-type: none"> • refer to the Pearson website. • listen to/read <i>Culture à la carte</i> (CD, Tracks 2-6, Livret, pp. 20-21). • engage in identification of activities that they do in school (TG, pp. 27-28). • refer to other units of <i>Ça marche!</i> • view authentic French language materials on the Pearson website. • refer to <i>Comment ça marche</i> sections of Livret and supporting activities in MC and <i>Langue Express</i> (Livret p. 22, MC pp. 25-26). • listen to the various selections on the CD and the video. • view the song lyrics for <i>Tout Change</i> (FR 4, TG p. 131). • find information on the Pearson website. • listen to <i>Culture à la carte</i> (CD, Tracks 2-6, Livret, pp. 20-21). • listen to the various dialogues presented on the CD. • watch the video. • view the song lyrics for <i>Tout Change</i> (FR 4, TG p. 131). • refer to other units in <i>Ça marche!</i>
<p>5. Use Language Learning Strategies Students will use language learning strategies that enable them to access information, clarify and</p>	<ul style="list-style-type: none"> • 5.1 Apply additional strategies to cope with unknown expressions to facilitate communication, e.g.: <ul style="list-style-type: none"> ○ recognizing known French in familiar and unfamiliar contexts. ○ using gestures, visual cues and occasionally English words. 	<ul style="list-style-type: none"> • use <i>stratégies</i> located throughout the Livret, suggestions from <i>Stratégies pour m'aider</i> (MC, pp. 28-29), GDLC (Livret, p. 23) and from the teacher through suggestions presented in the TG. • participate in teacher-directed brainstorming sessions as outlined in the TG.

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<p>negotiate meaning and cope effectively in unfamiliar situations in their first language as well as in French.</p>	<ul style="list-style-type: none"> • 5.2 Predict meaning by posing questions and using synonyms in French. 	<ul style="list-style-type: none"> • use the <i>Lexique</i> (Livret, p. 24, MC pp. 30-32). • refer to <i>Langue Express</i> (Livret, p. 22 ; MC, pp. 25-26). • refer to GDLC (Livret, p. 23). • use strategies found throughout the Livret and in <i>Stratégies pour m'aider</i> (MC, pp. 28-29). • refer to <i>Les adjectives descriptifs</i> (FR 7; TG, pp. 135-136).
	<ul style="list-style-type: none"> • 5.3 Identify patterns in pronunciation, spelling, phrase structure, and questioning techniques in familiar situations. 	<ul style="list-style-type: none"> • adapt patterns from each phase outlined in <i>Zoom sur le projet</i> to create original work on <i>Feuille de route</i> (MC pp. 3-5). • complete section B and Application sections in various <i>Comment ça marche</i> sections and accompanying pages in MC. • refer to <i>Lexique</i> (Livret p. 24 , MC, pp. 30-32). • refer to GDLC (Livret, p. 23). • participate in teacher-directed instruction as directed throughout the unit. • refer to <i>Les adjectives descriptifs</i> (FR 7; TG, pp. 135-136). • listen to <i>L'oreille fine – L'impératif</i> (CD, Track 17, TG p. 83). • refer to Language Focus section on possessive adjectives (TG, p. 77).
	<ul style="list-style-type: none"> • 5.4 Demonstrate an understanding of key messages and supporting details in familiar texts and new topics. 	<ul style="list-style-type: none"> • use <i>strategies</i> located throughout the Livret, suggestions from <i>Stratégies pour m'aider</i> (MC, pp. 28-29), GDLC (Livret, p. 23) and from the teacher through suggestions presented in the TG. • complete various comprehension activities in MC (i.e. p. 9). • listen to presentations and complete the activity on p. 57 of TG. • read <i>L'école de l'avenir</i> (Livret, pp. 8-9) and complete <i>Les demandes de brevet</i> (MC, pp. 10-11).
	<ul style="list-style-type: none"> • 5.5 Distinguish sounds and language patterns that convey intention and meaning in oral texts delivered by a variety of speakers in controlled situations. 	<ul style="list-style-type: none"> • listen to various francophone speakers on the CD and video.
	<ul style="list-style-type: none"> • 5.6 Use visual and verbal cues and personal experience to make sense of short oral and written texts on familiar topics. 	<ul style="list-style-type: none"> • reflect on personal experiences in the post-activity segment of each phase. • use <i>strategies</i> located throughout the Livret, suggestions from <i>Stratégies pour m'aider</i> (MC, pp. 28-29), GDLC (Livret, p.23) and from the teacher through suggestions presented in the TG. • participate in teacher-directed brainstorming activities as outlined in the TG. • refer to numerous illustrations throughout the Livret.

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	<ul style="list-style-type: none"> • 5.7 Communicate with support using a variety of verbal 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, webbing). • 5.9 Use autocorrections and participate in peer editing to revise written texts. • 5.10 Use a French-English dictionary and a glossary 	<ul style="list-style-type: none"> • participate in the various communicative activities presented throughout the unit, particularly le projet final. • use strategies located throughout the Livret and TG, suggestions from <i>Stratégies pour m'aider</i> (MC, pp. 28-29), <i>Comment ça marche</i> sections of Livret, GDLC (Livret, p. 23) and from the teacher through suggestions presented in the TG. • participate in teacher-directed brainstorming sessions throughout the unit (refer to TG). • use the <i>Feuille de route</i> (MC, pp. 3-5) to record information. • read <i>L'école de l'avenir</i> (Livret, pp. 8-9) and complete <i>Les demandes de brevet</i> (MC, pp. 10-11). • use <i>Stratégies d'écriture</i> (Livret, p. 18, MC, p. 29). • peer-edit using <i>Fiches d'évaluation</i> 4 and 9 (TG, pp. 150 and 155). • self-edit using <i>Fiches d'évaluation</i> 4 and 9 (TG, pp. 150 and 155). • use the <i>Lexique</i> (Livret, p. 24; MC, pp. 30-32).
Content		
Themes	Description	
The Family and Home	The immediate family: names and ages, physical and personality descriptions, birthdays, description of home (e.g., size, number of rooms, contents), daily routines, meals at home, family activities.	<ul style="list-style-type: none"> • N/A (present in other <i>Ça marche!</i> units).
School	School events, current issues.	<ul style="list-style-type: none"> • identify classroom frustrations (see Phase 2). • identify activities in which they participate in school (TG, pp. 27-28). • complete questionnaire (MC, p. 8). • read <i>L'école de l'avenir</i> (Livret, pp. 8-9) and complete <i>Les demandes de brevet</i> (MC, pp. 10-11).
Leisure	Hobbies and interests, personal spending, friends, television, radio, music, reading, sports, cars, eating meals outside the home, computers, clothes, shopping, routines outside school, part-time jobs, social events.	<ul style="list-style-type: none"> • N/A (present in other <i>Ça marche!</i> units).
Holidays and Travel	Holiday plans, special days, methods of travel, weather, holiday activities, food and drink, dining out.	<ul style="list-style-type: none"> • N/A (present in other <i>Ça marche!</i> units).
Language Functions		
Socializing	<ul style="list-style-type: none"> • Greeting and meeting people. 	<ul style="list-style-type: none"> • watch video segments, paying particular attention to the introductions. • listen to introductions and greetings on various selection of the CD.

An Outcomes-Directed Approach to Learning	Explanation Students will have the opportunity to...	In this <i>Ça marche!</i> unit, students can...
	<ul style="list-style-type: none"> Ways of introducing oneself. 	<ul style="list-style-type: none"> watch video segments, paying particular attention to the introductions. listen to introductions and greetings on various selection of the CD.
Showing Emotion	<ul style="list-style-type: none"> Expressing likes and dislikes 	<ul style="list-style-type: none"> express likes and dislikes in <i>Feuille de route</i> (Livret, pp. 3-4).
	<ul style="list-style-type: none"> Expressing satisfaction and dissatisfaction. 	<ul style="list-style-type: none"> express opinions using <i>Fiches d'évaluation</i> 2-9 (TG, pp. 148-155 and the CD-Rom). refer to GDLC (Livret, p. 23). listen to presentations and complete the activity on p. 57 of TG.
Judging	<ul style="list-style-type: none"> Indicating rightness or wrongness. 	<ul style="list-style-type: none"> express opinions using <i>Fiches d'évaluation</i> 2-9 (TG, pp. 148-155 and CD-Rom). refer to GDLC (Livret, p. 23). self-evaluate using a portfolio and a <i>Journal d'apprentissage</i> with teacher suggestions from the TG.
Getting things done	<ul style="list-style-type: none"> Suggesting a course of action, persuading someone to do something, directing someone to do something. 	<ul style="list-style-type: none"> participate in cooperative learning activities throughout the unit. refer to <i>Le travail en groupe (Fiche d'évaluation 3, TG, p. 149)</i>. read <i>L'école de l'avenir</i> (Livret, pp. 8-9).
Getting the Facts	<ul style="list-style-type: none"> Identifying 	<ul style="list-style-type: none"> refer to GDLC (Livret, p. 23). record elements from each phase using <i>Feuille de route</i> (MC, pp. 3-5). participate in group discussions and teacher-directed brainstorming activities presented throughout the unit. listen to the songs and dialogue on the CD. watch the video. identify activities in which they participate in school (TG, pp. 27-28). identify student frustrations by listening to a dialogue (CD, Track 11; MC, p. 9). identify frustrations in school by completing a questionnaire (MC, p. 8). read <i>Le Robobiblio</i> (Livret, pp. 12-13) and identify the parts (MC, p. 15). identify their life changes in the future (TG, pp. 67-68). listen to presentations and complete the activity on p. 57 of TG. identify functions of modern classroom inventions (TG, pp. 50-51; Livret, p. 9). identify <i>Les demandes de brevet</i> (MC, pp. 10-11).
	<ul style="list-style-type: none"> Asking 	<ul style="list-style-type: none"> refer to GDLC (Livret, p. 23).

An Outcomes-Directed Approach to Learning	Explanation Students will have the opportunity to...	In this <i>Ça marche!</i> unit, students can...
	<ul style="list-style-type: none"> Explaining 	<ul style="list-style-type: none"> refer to GDLC (Livret, p. 23). Refer to <i>Stratégies pour m'aider</i> (MC, pp. 28-29). answer comprehension questions and identify and explain main ideas based on information in the Livret.
Responding to the Facts	<ul style="list-style-type: none"> Making comparisons 	<ul style="list-style-type: none"> refer to <i>Langue Express</i> (MC, pp. 25-26; Livret p. 22).
Culture		
	<ul style="list-style-type: none"> Understanding cultural influences 	<ul style="list-style-type: none"> discover cultural influences that the teacher shares using suggestions from the TG. use the culture icon to identify activities that relate to culture in each phase. listen to/read <i>Culture à la carte</i> (CD, Tracks 2-6; Livret, pp. 20-21).
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"> engage in the various forms of evaluation presented throughout the unit (i.e. diagnostic, formative, summative, portfolio, journal, peer-assessment and self-assessment). answer questions in order for the teacher to determine prior thematic knowledge as presented throughout the TG. reflect, through writing, in their journal (Ideas for reflections – TG). complete <i>Fiches d'évaluations</i> located on pp. 147-161 of TG as appropriate. answer questions in order for the teacher to assess reading comprehension as presented throughout the TG and in supporting activities in MC. reflect on learning in the post activity segment of each phase. self-evaluate using a portfolio and a <i>Journal d'apprentissage</i>. complete auto-évaluation at the end of the unit (MC, pp. 23-24).