

An Outcomes-Directed Approach to Learning	Explanation Students will have the opportunity to...	<i>Ça marche!, Mon style, ma mode</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 	<ul style="list-style-type: none"> • listen to the unit song, <i>Défilé de mode</i>, CD track 5, <i>Fiche reproductible 5</i>, Guide p. 152 • watch the video segments 2-3 <i>Couleurs de la mode</i>, <i>Vidéographie des vêtements</i> as well as on CD track 10 and put information into the final project. • read the passage, <i>Maîtres de la mode</i>: Livret, pp. 8-9 and <i>Mon carnet</i>, p. 10, to learn about different fashion designers in Canada and around the world. • Reflect on the importance of clothing in Francophone culture through the video <i>Le chandail de hockey</i> from the National Film Board as well as on the <i>Mon style, ma mode</i> CD, track 15. • Link to authentic information related to <i>Mon style, ma mode</i> via the Pearson Website, www.pearsoned.ca/camarche. • 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. 95 • acquire an understanding of the links between culture and identity through the NFB film <i>Le chandail de hockey</i>, also in <i>Culture à la carte</i>: Livret, p. 25 and on CD track, 15. • participate in a variety of learning opportunities provided throughout the unit.

<p>Personal Development</p>	<p>actively involved in a variety of learning experiences.</p> <ul style="list-style-type: none"> • express, extend, clarify and reflect on their thought, ideas and experiences. • 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. 	<ul style="list-style-type: none"> • share ideas and opinions using <i>Guide de la communication: Livret</i>, p. 29. • 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. • share ideas and opinions in preparation for a group final project. • share opinions for a survey in <i>Mon carnet: Je calcule et j'observe!</i> pp. 6-7. • start and maintain a portfolio of work and <i>Un journal d'apprentissage</i>. • self-evaluate and peer-evaluate with the <i>fiches d'évaluation 2-6</i>, pp. 168-171 in the TG or on the CD-Rom: <i>Grille d'appréciation pour les activités orales;</i>; <i>Grille d'appréciation pour le travail en groupe</i>, <i>Grille d'appréciation pour les activités écrites</i>, and <i>Cartes des progrès pour le projet final</i> • 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. Jigsaw Activity, Phase 2, Application activities in Phases 4, 7 and 9. • play the game <i>Objets perdus, objets trouvés</i> fiches reproductibles 9-10, TG, pp. 157-160. • refer to <i>Guide de la communication: Livret</i>, p. 29 and for ways to express their opinion. • refer to <i>Stratégie d'interaction orale: Livret</i>, p. 6 and <i>Stratégies pour m'aider, Mon carnet</i>, pp. 28—29. • refer to <i>Le travail en groupe: fiches reproductibles 2</i>, TG, p. 154
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<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. • Express him or herself accurately in unique and different ways. • Develop flexibility and creativity in the use of problem solving strategies. 	<p>fiche reproductible 3, TG, p. 151.</p> <ul style="list-style-type: none"> • evaluate their ability to work with others using <i>Grille d'appréciation pour le travail en groupe</i>, fiche d'évaluation 3, TG, p. 169. • 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 3, TG, p. 151. • use <i>Guide de la communication</i>: Livret, p. 29. • 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 4, 7 and 9 and activities in Mon carnet: <i>Tant de choix!</i>, p. 12; <i>Mes préférences</i>, p. 13. • use creative thinking skills to choose clothing from final project presentations for friends and family. • complete a variety of activities using various language skills throughout the unit. • build on the strength of his or her own Multiple Intelligence that the teacher can encourage via information provided in the TG.
<p>Technological Competence</p>	<ul style="list-style-type: none"> • Use computers • Explore issues related to the use of technology in society 	<ul style="list-style-type: none"> • use the Pearson Canada Website www.pearsoned.ca/camarche to find information on topics related to the unit. • use recommended software to create graphic organizers. • use a computer to complete the final project.
<p>Spiritual and Moral Development</p>	<ul style="list-style-type: none"> • Develop a tolerance for others and a respect for their rights. • Examine their own behaviours and attitudes 	<ul style="list-style-type: none"> • refer to <i>Le travail en groupe</i>: fiche reproductible 3, TG, p. 151. • express their opinion using expressions in <i>Guide de la communication</i>: Livret, p. 29. • compare their own clothing

	behaviours and customs and compare them to those of Francophones.	<p>preferences to those of other students in the class in Mon carnet: <i>Je calcule et j'observe</i>, p. 7, as well as Francophone teens: Mon carnet, <i>Sensation mode jeunesse</i>, p. 8 and <i>Célébrités à la mode</i>, p. 20.</p> <ul style="list-style-type: none"> reflect on these differences in a journal using suggestions by the teacher found in the TG, e.g., p. 64.
Specific Curriculum Outcomes for Grade 8	Explanation By the end of Grade 8, students will be expected to:	Ça marche!, Mon style, ma mode Students can...
<p>1. Communicating 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"> 1.1 participate in directed short conversations for a variety of purposes (structure is provided) 1.2 ask for specific information/objects when given some support (e.g. use <i>combien de, à quelle heure, pourquoi</i>, etc.) 1.3 share information about activities and interests with some support (<i>réfère</i>, etc.). 1.4 use features of voice and gesture to help clarify meaning in 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 	<ul style="list-style-type: none"> use <i>Stratégies d'interaction orale</i>: Livret, p. 12 and <i>Stratégies pour m'aider</i>: Mon carnet, pp. 28-29 to converse in French. work individually and in cooperative learning situations to exchange information orally, e.g. Phase 2: Jigsaw activity to find information. exchange information in Mon carnet: <i>Notre marque, notre logo</i>, p. 11. present their final project to the class . refer to <i>Guide de la communication</i>: Livret, p. 29 for ways to express their opinion. Justify their choices for a logo in Mon carnet: <i>Mes préférences</i> , p. 13. complete a <i>Journal d'apprentissage</i> , TG, p. 112-113 with teacher suggestions from the TG, e.g., p. 83. 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. Share likes in selection of outfits for friends and family from those presented in the final projects. use strategies listed in <i>Stratégies pour m'aider: Mon carnet</i>, pp. 28. use strategies listed in the Livret: <i>Stratégies pour regarder une vidéo</i>, p. 2. use vocabulary and language structures that spiral throughout the unit in various activities.

<p>2. Acquiring Information Students will acquire information from French language resources.</p>	<ul style="list-style-type: none"> ○ vocabulary. ○ Emphasizing the present tense and introducing the past and future tenses. ○ Use oral and simple written forms <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). • 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 from a variety of speakers: <ul style="list-style-type: none"> ○ for global comprehension. ○ for specific information when given contextual clues. • 2.2 Extract information from French materials in order to complete an assigned task (select a meal from a menu). 	<ul style="list-style-type: none"> • 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. 150-151, <i>Vocabulaire de base</i> and <i>Vocabulaire supplémentaire</i>: TG, pp. 21-23 and the <i>Lexique</i>: Livret, pp. 30-31 and on carent, pp. 30-32. • Use a range of vocabulary in Mon carnet activities: <i>Comparons!</i> p. 14. • use strategies listed in <i>Stratégies pour m'aider</i>: Mon carnet, p. 29. • write about and present their fashion collection in simple sentences. • check their rate of accuracy against summative rubrics: <i>Rubrique pour le projet final (Partie orale)</i> and <i>Rubrique pour le projet final (Partie écrite)</i> • listen to and watch the video segment <i>Intro à Mon style, ma mode</i> and check for global comprehension as they consider the steps towards the final project shown in the Livret, pp. 4-5. • listen for specific information when given contextual clues in <i>Mon carnet: Sensation mode jeunesse</i>, p. 8, <i>Choix multiples</i>, p. 18 and <i>Célébrités à la mode</i>, p. 20. • use <i>Stratégies d'écoute</i>: Livret, p. 6 and <i>Stratégies pour m'aider</i>: Mon carnet, p. 28. • follow along with CD tracks 4, 7,8, 11, 12 and 15 to use contextual clues to aid comprehension. • read lyrics to the unit song <i>Défilé de mode</i>: fiche reproductible 4, TG, p. 152, and from readings in the Livret: <i>Maîtres de la mode</i> pp.8-9 and <i>Vêtements intelligents</i>, pp.14-15. • refer to <i>Culture à la carte</i>, SE pp. 24—25 .
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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"> • 2.3 Read about familiar topics for information (e.g. magazines, TV guide, etc.) • 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). • 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 containing recombined material of learned vocabulary. • 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 main idea in familiar texts (e.g., dialogue, story, pictures, poem, articles, song). • 3.3 Demonstrate general comprehension of a passage by: <ul style="list-style-type: none"> ○ responding to short answer questions. ○ completing sentences. • 3.4 Summarize in oral and written forms the events in a story. • 3.5 Predict global meaning by identifying contextual clues (e.g., cognates, titles, illustrations, gestures, intonation, word association). 	<ul style="list-style-type: none"> • obtain information on a map of Canada in <i>Mon carnet: La carte du Canada</i>, pp. 12-13 to play a game <i>Jeu de cartes: Où est-ce qu'on peut aller?: Fiche reproductible 5</i>, TG pp. 143-144. • complete a profile of a celebrity that they would choose to represent their collection in Mon carnet: <i>Célébrités à la mode</i>, p. 20. • watch video segments <i>Couleurs de la mode</i> and <i>Vidéographie des vêtements</i>. • identify message in the unit song <i>Défilé de mode</i>, CD track 5. • read aloud after completing activities in Mon carnet: <i>Enquête sur la mode</i>, p. 9 and <i>Tant de choix!</i> p. 12. • incorporate information gathered from song, video footage and pictures to create a poster as one of the final project options. • identify the main idea in the unit song <i>Défilé de mode</i>, CD track 5 and fiche reproductible 4, TG, p. 152. • participate in teacher, peer and self-directed activities throughout the unit. • participate in other units of <i>Ça marche!</i> • complete <i>Un journal d'apprentissage</i> using suggestions from the teacher via the TG, e.g., p. 64. • use strategies found throughout the <i>Livret</i> and in <i>Stratégies pour</i>
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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"> • 3.6 Describe emotions evoked by a picture, an idea, or an action. • 3.7 Shares personal responses 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 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. • 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 francophones 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 some similarities and differences between their own customs /behaviours and those of francophone cultures in Canada and in the world (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.) 	<p><i>m’aider: Mon carnet</i>, pp. 28-29.</p> <ul style="list-style-type: none"> • discuss photos in the <i>Livret</i>, particularly in Phase 1: <i>Ça commence!</i> • respond to ideas using short responses to questions in the pre-activity, activity and post-activity portion of each phase. • develop a brand and a logo for their fashion collection. • discuss the unit song, <i>Défilé de mode</i>. • use the Pearson Website www.pearsoned.ca/camarche • refer to <i>Culture à la carte: Livret</i>, pp. 24—25. • identify Francophone areas in Canada and around the world through a presentation of Francophone designers in the <i>Livret: Maîtres de la mode</i>, pp. 8-9 and <i>Culture à la carte</i>, pp. 24-25. • identify clothing preferences for school, sports and special events. • identify similarities and differences between their own clothing preferences and those of francophone cultures in <i>Le chandail de hockey: Livret</i>, p. 25 and CD, Track 15. • view authentic French language materials on the Pearson Addison Wesley Website www.pearsoned.ca/camarche.
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<p>5. Use Language Learning Strategies 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><i>Carnaval, etc.</i>)</p> <ul style="list-style-type: none"> • 4.5 identify cultural idioms and nuances (e.g., <i>J'ai 12 ans</i>). • 4.6 Use information from print or electronic sources to demonstrate awareness of French speaking regions or 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. • 5.1 apply additional strategies to cope with unknown expressions to facilitate communication, for example: <ul style="list-style-type: none"> ○ recognizing French in familiar and unfamiliar contexts. ○ using gestures, writing, visual cues and occasionally English words. ○ 5.2 Predict meaning by posing questions and using synonyms in French. • 5.3 Identify patterns in pronunciation, spelling, phrase structure, and questioning techniques in familiar situations. • 5.4 demonstrate and understanding of key messages and supporting details in familiar and new topics. • 5.5 distinguish sounds and language patterns that 	<ul style="list-style-type: none"> • participate in “Language Focus” activities in Phase 8: TG,p. 111 to cultural expressions, differences in written currency and <i>vous</i> vs. <i>tu</i>. • get information from the Pearson Addison Wesley Website www.pearsoned.ca/camarche. • participate in “Language Focus” activities in Phase 8, TG, p. 111. • participate in other units of <i>Ça marche!</i> • use <i>Stratégies</i> found throughout the <i>Livret</i>, suggestions from <i>Stratégies pour m’aider: Mon carnet</i>, pp. 28-29 and from the teacher via the TG. • gather information from analytical phases: <i>Comment ça marche?</i> 4, 7, and 9. • refer to <i>Langue express: Livret</i>, pp. 26-28 and <i>Mon carnet</i>, pp. 26-27. • use the <i>Lexique: Livret</i>, pp. 30-31 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 such as : <i>Couleurs de la mode: Mon carnet</i>, p. 16, <i>S.O.S. Mode</i>, p. 19 and <i>Lieux et origines</i>, p. 22. • listen to various speakers and
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	<p>language patterns that convey intention and meaning in oral texts delivered by a variety of speakers in controlled situations.</p> <ul style="list-style-type: none"> • 5.6 use cues as well as personal experience to make sense of short oral and written texts on familiar topics. • 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 in a variety of forms 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. 	<p>singers on the CD and on the video.</p> <ul style="list-style-type: none"> • use strategies found throughout the <i>Livret</i> and in <i>Stratégies pour m'aider: Mon carnet</i>, pp. 28-29. • 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 to record information individually and then assimilate this into a group presentation. • use <i>Stratégies d'écriture: Livret</i>, p.4 and <i>Mon carnet</i>, p. 29. • Use the <i>Lexique: Livret</i>, pp. 30-31 and <i>Mon carnet</i>, pp. 30-32.
Content		<p><i>Ça marche!, Mon style, ma mode</i></p> <p>The student can...</p>
Themes	<p>Leisure:</p> <ul style="list-style-type: none"> • Clothes 	<ul style="list-style-type: none"> • create in a group, a fashion collection or poster with a brand name, logo and a slogan to represent their clothing choices for either school, sports or special events. • using the fashion collections to choose clothing for friends and family members.
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. 	<ul style="list-style-type: none"> • watch Video segment 1 with student introductions, Phase 1, <i>Ça commence!</i> • present the group's fashion collection or poster with a brand name, logo and slogan. • 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. 24, 25.

	<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 someone to do something, directing someone to do something. <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 	<ul style="list-style-type: none"> • express satisfaction and dissatisfaction with <i>fiches d'évaluation 2-5</i> in the TG or on CD-Rom, pp. 168-172: <i>Grille d'appréciation pour les activités orales</i>, <i>Grille d'appréciation pour le travail en groupe</i>, <i>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. 116; <i>Mon carnet</i>, <i>Après le projet final: Mon auto-évaluation</i> and <i>A la fin de l'unité</i>, pp. 24, 25. • use <i>Guide de la communication: Livret</i>, p. 29 • participate in cooperative learning situations throughout the unit. • refer to <i>Le travail en groupe: fiche reproductible 3</i>, TG, p. 151. • record elements from each phase using <i>Feuille de route</i>, <i>Mon carnet</i>, p. 3-5. • make comparisons between clothing presented in the final project to select fashions for families and friends.
Culture	<ul style="list-style-type: none"> • Understanding cultural influences 	<ul style="list-style-type: none"> • use the Culture icon in the Livret to identify activities that relate to cultural in each phase. • refer to <i>Culture à la carte: Livret</i>, pp. 24—25. • 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 <i>fiches d'évaluation 2-5</i> in the TG or CD-Rom, pp.168-172: <i>Grille d'appréciation pour les activités orales</i>, <i>Grille d'appréciation pour le travail en groupe</i>, <i>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>

		<p>with teacher suggestions from the TG, e.g., p. 95; <i>Mon carnet, Après le projet final: Mon auto-évaluation</i> and <i>A la fin de l'unité</i>, pp. 24, 25;</p> <ul style="list-style-type: none"> • reflect on learning in the post-activity segment of each phase. • receive formative evaluation by the teacher on <i>Les fiches d'évaluation 7-9</i> in the TG or on CD-Rom, pp.173-175: <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. 176-178. • receive summative evaluation on: <i>Rubrique pour le projet finale</i> : <i>fiches d'évaluation 12 and 13</i>, Guide, pages 179-180 that clearly identify the required criteria for the final project in both Oral and Written Production.
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