

An Outcomes-Directed Approach to Learning	Explanation Students will have the opportunity to...	<i>Ça marche! 1, Venez chez nous!</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>la Francophonie</i>: CD track 1, <i>Fiche reproductible 1</i>, Guide p. 142 • watch the video segments, <i>Tribune des jeunes</i> and <i>Explorons les festivals</i> information into the final project. • read the passage, <i>Explorons les festivals francophones!</i>: <i>Livret pp. 18-20</i>, to learn about different festivals in Canada and around the world. • refer to the cultural information throughout the unit and in <i>Culture à la carte</i>, <i>Livret</i>, p. 24-25. • recognize cultural elements throughout the unit that are provided by the teacher via the Teacher's Guide, e.g., p. 30. • participate in a variety of learning opportunities provided throughout the unit. • share ideas and opinions using <i>Guide de la communication: Livret</i>, p. 29 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 the TG: <i>Grille d'appréciation pour les activités orales</i> : n^o 2, page 154; <i>Grille d'appréciation pour le</i>

<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><i>travail en groupe</i> : n^o 3, page 155; <i>Grille d'appréciation pour les activités écrites</i> : n^o 4, page 156 and <i>Cartes des progrès pour le projet final</i>, n^o 5, page 157.</p> <ul style="list-style-type: none"> • Reflect on learning in the post-activity segment of each phase. • Recognize spiraling vocabulary and structures built into a variety of activities throughout the unit.
<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. 	<ul style="list-style-type: none"> • participate in individual and cooperative group activities in which various group roles are assigned, e.g. the final project jigsaw activity. • Refer to <i>Guide de la communication: Livret</i>, p. 29 and <i>Mon carnet</i>, p. 27 for ways to express their opinion. • Refer to <i>Stratégie d'interaction orale: Livret</i>, p. 12 and <i>Stratégies pour m'aider, Mon carnet</i>, pp. 28—29. • 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>Rôles pour travailler en groupe: Mon carnet</i>, p. 28. • complete <i>Feuille de route: Mon carnet</i>, pp. 3-5 to apply critical thinking skills to each phase. • use analytical thinking skills to complete <i>Comment ça marche!: Livret</i>, Phases 4, 7 and 9 and activities in <i>Mon carnet: Un tour du Canada</i>, p. 14, <i>Où est-ce qu'on va?</i> p. 16, <i>Encore le pronom y!</i>, p. 18 and <i>Tu as du courriel!</i>, p. 21. • use creative thinking skills to describe tourist attractions in their region for the final project. • complete a variety of activities

<p>Technological Competence</p> <p>Spiritual and Moral Development</p>	<ul style="list-style-type: none"> • Develop flexibility and creativity in the use of problem solving strategies. • Use computers • Explore issues related to the use of technology in society • Develop a tolerance for others and a respect for their rights. • Examine their own behaviours and customs and compare them to those of Francophones. 	<p>using various language skills throughout the unit</p> <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. • 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. • refer to <i>Rôles pour travailler en groupe: Mon carnet</i>, p. 28. • express their opinion using expressions in <i>Guide de la communication: Livret</i>, p. 29 and <i>Mon carnet</i>, p. 27. • compare their own activities and pastimes to those of Francophones in Montreal and Marrakech throughout the unit. • reflect on these differences in a journal using suggestions by the teacher found in the TG, e.g., p. 105.
<p>Specific Curriculum Outcomes for Grade 7</p>	<p>Explanation</p> <p>By the end of Grade 7, students will be expected to:</p>	<p>Ça marche!, Venez chez nous</p> <p>Students can...</p>
<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 exchange information orally with simple messages for a variety of purposes. 	<ul style="list-style-type: none"> • use <i>Stratégies d'interaction orale: Livret</i>, p. 12 and <i>Stratégies pour m'aider: Mon carnet</i>, pp. 28-29 to converse in French. • work individually and in cooperative learning situations to exchange information orally, e.g. Phase 5: Placemat activity to discuss favourite tourist attractions. • exchange information in <i>Mon carnet: Le paysage chez nous</i>, p. 11, <i>Quoi faire chez nous</i>, p. 16 and <i>Rêves de voyage</i>, p. 22. • present their final project to the class and participate in an awards ceremony.

<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"> • refer to <i>Guide de la communication: Livret</i>, p. 29 and <i>Mon carnet</i>, p. 27 for ways to express their opinion. • 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. • 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>, p. 2. • 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. 150-151 and <i>Vocabulaire de base</i> and <i>Vocabulaire supplémentaire</i>: TG, pp. 21-23. • 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 Venez chez nous!</i> and check for global comprehension in <i>Mon carnet: Un colis spécial</i>, p. 7. • listen for specific information when given contextual clues in <i>Mon carnet: Quelle attraction?</i>, p. 6 and <i>En route vers Marrakech</i>, p. 9.
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<p>3. Experiencing Creative Works Students will demonstrate their</p>	<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. • 3.1 use samples of literature, media and music (e.g., poem, legend, music video, story) and 	<ul style="list-style-type: none"> • verify hypotheses made in pre-activities in <i>Mon carnet: On s’amuse aux festivals</i>, p. 19. • use <i>Stratégies d’écoute: Livret</i>, p. 8 and <i>Stratégies de lecture: Livret</i>, pp. 6, 18. • read and follow along with CD track 6 <i>Bonjour, les jeunes Canadiens: Livret</i>, pp.10-11 and track 10 <i>Explorons les festivals francophones: Livret</i>, pp. 18-20 for global comprehension. • read lyrics to the unit song <i>La Francophonie: fiche reproductible 2</i>, TG, p. 141, <i>Bonjour, les jeunes Canadiens: Livret</i>, pp.10-11 and <i>Explorons les festivals francophones: Livret</i>, pp. 18-20. • refer to <i>Culture à la carte</i>, SE pp. 24—25 . • 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. • participate in other units of <i>Ça marche!</i> • watch video segments <i>Tribune des jeunes</i> and <i>Explorons les festivals francophones!</i> • identify message in the unit song <i>La Francophonie</i>, CD track 1. • play a games <i>Match de tennis</i> and <i>Jeu de cartes: Où est-ce qu’on peut aller? : fiches reproductibles 3 et 4</i>, TG, p. 142-144 to read cards aloud. • participate in other units of <i>Ça marche!</i>
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<p>understanding of creative works in French by responding to them personally, critically and creatively.</p>	<p>music video, story) and respond creatively to them (e.g., opinion, collage, poster, drawings, poem, song).</p> <ul style="list-style-type: none"> • 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. • 4.1 demonstrate a knowledge of the French 	<ul style="list-style-type: none"> • participate in other units of <i>Ça marche!</i> • 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. 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> • respond to ideas using short responses to questions in the pre-activity, activity and post-activity portion of each phase. • develop a slogan for their press kit through the use of the imperative from "Language Focus", TG, p. 103. • discuss the unit song, <i>La Francophonie</i> • use the Pearson Website www.pearsoned.ca/cecourse
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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>	<p>knowledge of the French cultural heritage of Canada:</p> <ul style="list-style-type: none"> ○ identify francophone areas. ○ identify prominent francophones. <ul style="list-style-type: none"> ● 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. 	<p>www.pearsoned.ca/camarche</p> <ul style="list-style-type: none"> ● refer to <i>Culture à la carte: Livret</i>, pp. 24—25. ● identify Francophone areas in Canada in order to send the final project to a Francophone class. ● list favourite tourist attractions in their region. ● identify similarities and differences between their own customs and behaviours and those of francophone cultures in Canada in Phase 6: <i>Tribune des jeunes: Livret</i>, p. 14 and video segment 2. ● view authentic French language materials on the Pearson Addison Wesley Website www.pearsoned.ca/camarche. ● participate in “Language Focus” activities: <i>en ou au devant les saisons</i> and <i>les expressions avec faire + la météo</i>: TG,p. 43. ● get information from the Pearson Addison Wesley Website www.pearsoned.ca/camarche. ● participate in “Language Focus” activities: <i>le pronon ‘on’</i>: TG, p. 92. ● locate francophone areas in Canada to send the final project. ● recognize some pastimes of Francophone teens in Montreal. ● ●
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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>	<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. ○ 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. 	<ul style="list-style-type: none"> • hypothesize about content using known language in the pre-activity portion of Phases 2, 3, 5 and 8. • 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. 25-26. • 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: <i>Un colis spécial: Mon carnet</i>, p. 6 and <i>Info-festivals</i>, p. 20. • 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 2, 3, 5, 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>.
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	<ul style="list-style-type: none"> • 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 French-English dictionary and a glossary. 	<ul style="list-style-type: none"> • 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. 21 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		Ça marche! 1, Venez chez nous!
		The student can...
Themes	<p>Leisure:</p> <ul style="list-style-type: none"> • Holidays and Travel 	<ul style="list-style-type: none"> • create a press kit (<i>dossier de presse</i>) or a video to promote their region to a group of teen travellers. • using the <i>dossier de presse</i>, participate in an awards ceremony. • at the end of the unit, send their <i>dossiers de presse</i> to a francophone school.
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. 	<ul style="list-style-type: none"> • watch Video segment 1 with student introductions, Phase 1, <i>Ça commence!</i> • present one's press kit (<i>dossier de presse</i>) or a video during the classroom exhibit, Phase 10: <i>Le projet final</i>. • 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</i> in the TG: <i>Grille d'appréciation pour les activités orales</i> : n° 2, page 154; <i>Grille d'appréciation pour le travail en groupe</i> : n° 3, page 155; <i>Grille d'appréciation pour les activités écrites</i> : n° 4, page 156 and <i>Cartes des progrès pour le projet final</i>, n° 5, page 157. • self-evaluate using a portfolio and a <i>Journal d'apprentissage</i>

	<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 	<p>with teacher suggestions from the TG, e.g., p. 83; <i>Mon carnet, Après le projet final: Mon auto-évaluation</i> and <i>A la fin de l'unité</i>, pp. 23, 24;</p> <ul style="list-style-type: none"> • use <i>Guide de la communication: Livret</i>, p. 29 and <i>Mon carnet</i>, p. 27. • participate in cooperative learning situations throughout the unit. • refer to <i>Rôles pour travailler en groupe: Mon carnet</i>, p. 29. • record elements from each phase using <i>Feuille de route, Mon carnet</i>, p. 3-5. • make comparisons between tourist attractions in their own region and those of Montreal and Marrakech.
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. 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</i> in the TG: <i>Grille d'appréciation pour les activités orales</i> : n° 2, page 154; <i>Grille d'appréciation pour le travail en groupe</i> : n° 3, page 155; <i>Grille d'appréciation pour les activités écrites</i> : n° 4, page 156 and <i>Cartes des progrès pour le projet final</i>, n° 5, page 157. • self-evaluate using a portfolio and a <i>Journal d'apprentissage</i> with teacher suggestions from the TG, e.g., p. 83; <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>Les fiches reproductibles</i> in the TG: <i>Grille d'appréciation pour les activités</i>

		<p>orales : n^o 7, page 159; <i>Grille d'appréciation pour le travail en groupe</i> : n^o 8, page 160 and <i>Grille d'appréciation pour les activités écrites</i> : n^o 9, page 161.</p> <ul style="list-style-type: none"> • Take tests to assist in the evaluation of skills, abilities and knowledge: <i>fiches d'évaluation 10 and 11</i>, TG, pp. 162-165. • Receive summative evaluation on : <i>Rubrique pour le projet finale</i> : <i>fiches d'évaluation 12 and 13</i>, Guide, pages 166-167 clearly identify the required criteria for the final project in both Oral and Written Production.
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