

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 & attitudes in the essential graduation learnings:		
Aesthetic		
Graduates will be able to respond with critical awareness to various forms of the arts & be able to express themselves through the arts.	<ul style="list-style-type: none"> • Experience creative works & respond to them personally, critically & creatively • Understand the relationships between language, culture, & identity & the contribution made by the arts to these relationships 	<ul style="list-style-type: none"> • Use the viewing strategies to watch the video segment, <i>Destinations canadiennes</i> also on CD, track 8 & in the <i>Livret</i>, pp. 10-11. • Respond to the video in MC, p. 17. • Look at the artwork throughout the <i>Livret</i> & respond to some in MC, e.g. pp. 20-21. • Work throughout this unit in French to explore our unique identity as Canadians & to recognize the contributions made by Canadian adolescents & adults. • Refer to <i>Culture à la carte</i>, <i>Livret</i>, pp. 24-25, CD, tracks 9, 19, & 22. • Use the additional resources that supplement the unit, TG, p. 26.
Citizenship		
Graduates will be able to assess social, cultural, economic & environmental interdependence in a local & global context.	<ul style="list-style-type: none"> • Acquire a knowledge of French-speaking cultures in Newfoundland & Labrador, Canada, & other countries & an understanding of the links between language, culture & identity. 	<ul style="list-style-type: none"> • Refer to <i>Culture à la carte</i> to identify the Newfoundland Francophone flag as well as statistics about the francophone population in Newfoundland. • Progress through the unit with a deeper understanding of the links between the French language, Canadian identity & dynamic culture as it pertains to Newfoundland adolescents. • Recognize cultural elements presented by the teacher via the TG, e.g. p. 75. • Refer to the <i>Ça marche!</i> Website: www.pearsoned.ca/camarche
Communication		
Graduates will be able to use the listening, viewing, speaking, reading & writing modes of language(s), & mathematical & scientific concepts & symbols, to think, learn & communicate effectively.	<ul style="list-style-type: none"> • Establish & maintain relationships, share ideas & opinions, & to be actively involved in a variety of learning experiences. 	<ul style="list-style-type: none"> • Participate in a variety of leaning opportunities in all skill areas provided throughout this unit, e.g. brainstorming, discussions & games. • Share ideas & opinions in preparation for the final project. • Use the strategies presented in the unit, e.g. <i>Je prends des risques. Je fais des efforts pour parler français.</i>

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	<ul style="list-style-type: none"> Express, extend, clarify & reflect on their thought, ideas & experiences. 	<ul style="list-style-type: none"> Implement & maintain a portfolio of work & a <i>Journal d'apprentissage</i>. Self- & peer-evaluate using <i>Fiche d'évaluation</i>, TG, pp. 174-177. Follow through on homework completion as suggested by the teacher via the TG, e.g. p. 74. Refer to GDLC, <i>Livret</i>, p. 29. Use the <i>Lexique: Livret</i>, pp. 30-31 & MC, pp. 38-40. Make use of strategies found throughout the <i>Livret</i> & in MC, pp. 36-37. Participate in brainstorming, discussion, games, etc. directed by the teacher as per the TG. Complete <i>Application & Transfert</i> activities in the <i>Livret</i>, pp. 8, 9, 16 & 21. Complete activities in MC. Participate in <i>Le projet final</i>.
Personal Development		
<p>Graduates will be able to continue to learn & to pursue an active, healthy lifestyle.</p>	<ul style="list-style-type: none"> Build on their awareness of language skills, strategies & processes used to learn French, which will help them to strengthen their own language. Recognize that all outcomes at all grades contribute to this learning. Develop personal & interpersonal skills. 	<ul style="list-style-type: none"> Make use of strategies found throughout the <i>Livret</i> & in MC, pp. 36-37. Understand language form in <i>Comment ça marche?</i> phases 3, 6, & 9. Complete <i>Application & Transfert</i> activities in the <i>Livret</i>, pp. 8, 9, 16 & 21. Respond to each phase in a <i>Journal d'apprentissage</i>. Use the <i>Lexique: Livret</i>, pp. 30-31 & MC, pp. 38-40. Use the writing process to self-edit & peer-edit final project work. Become cognisant of their learning style through an awareness of Multiple Intelligences presented by the teacher via the TG, e.g. p. 132. Rely on previously learned vocabulary & thematic language. Complete various independent & cooperative activities. Act in various roles in a group as per FR 2: <i>Le travail en groupes</i>, TG, p. 157. Refer to GDLC, <i>Livret</i>, p. 29. Make use of strategies found throughout the <i>Livret</i> & in MC, pp. 36-37. Self- & peer-evaluate their ability to work in groups using <i>Fiche d'évaluation 2-5</i>, TG, pp. 174-177. Participate in games, e.g. <i>Jeu-quiz Défi-Canada en bref</i>, TG, p. 171
Problem Solving		

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<p>Graduates will be able to use the strategies & processes needed to solve a wide variety of problems, including those requiring language, & mathematical & scientific concepts.</p>	<ul style="list-style-type: none"> Use the strategies & processes needed to access information, to clarify & negotiate meaning, to express & justify their opinions & to cope effectively in unfamiliar situations in a second language. 	<ul style="list-style-type: none"> Work collaboratively to clarify information in order to complete tasks presented by the teacher via the TG, e.g. 117. Refer to GDLC, <i>Livret</i>, p. 29. Make use of strategies found throughout the <i>Livret</i> & in MC, pp. 36-37. Self- & peer-evaluate their ability to use strategies using <i>Fiche d'évaluation 5: Grille pour les stratégies d'apprentissage</i>, TG, p.177. Use the <i>Lexique: Livret</i>, pp. 30-31 & MC, pp. 38-40. Use the vocabulary pages from the TG, pp. 19-22.
	<ul style="list-style-type: none"> Work independently & collaboratively to apply critical, analytical & creative thinking skills. 	<ul style="list-style-type: none"> Complete <i>Feuille de route</i>, MC, pp. 3-4 to prepare for <i>Le projet final</i>. Complete <i>Application & Transfert</i> activities in the <i>Livret</i>, pp. 8, 9, 16 & 21. Respond to readings in the <i>Livret</i> by completing MC activities. <i>Connaissances-Canada</i>, pp. 6-7; <i>La francophonie canadienne</i>, pp. 10-11; <i>Le défi de l'affiche de la fête du Canada</i>, p. 19; <i>Nos héros et nos exploits</i>, pp. 20-21; <i>À chacun son gout!</i> p. 25 Complete <i>Ça marche!</i> activities in MC: <i>Les expressions négatives</i>, p. 12; <i>On pose des questions</i>, p. 13; <i>Pose la bonne question!</i> p. 14; <i>Bienvenue au Canada!</i> p. 15; <i>Le passé composé</i>, p. 23; <i>Beaux souvenirs</i>, p. 23; <i>Questions e'entrevue</i>, p. 24; <i>Quatre événements marquants</i>, p. 28; <i>Comment étaient-ils?</i> p. 29; & <i>Des Canadiens de toutes les époques</i>, p. 30. Complete the supplementary FR found in the TG: <i>Découvrons le Canada</i>, p. 158; <i>Pleins feux sur les réalisations canadiennes!</i> pp. 159-160, <i>Une héroïne canadienne</i>, p. 161; <i>Personne mystère</i>, p. 162; <i>le passé composé à l'inversion</i>, p. 163; <i>La maison de DR & MRS VandERTRAMP</i>, p. 164; <i>guide de rédaction</i>, p. 165; <i>Quelques événements mraquants au Canada</i>, p. 166; <i>Modèle d'une affiche historique</i>, p. 167; <i>Notre affiche historique</i>, p. 168; <i>Casse-tête canadien!</i> p. 169; & <i>Jeu-quiz Défi-Canada en bref</i>, p. 171.
	<ul style="list-style-type: none"> Express himself or herself accurately in unique & different ways. 	<ul style="list-style-type: none"> Complete a variety of activities throughout the unit using various language skills.

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	<ul style="list-style-type: none"> Develop flexibility & creativity in the use of problem solving strategies. 	<ul style="list-style-type: none"> Build on the strength of their Multiple Intelligence based on information provided by the teacher via the TG.
Technological Competence		
Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, & apply appropriate technologies for solving problems.	<ul style="list-style-type: none"> Use computers 	<ul style="list-style-type: none"> Make use of the <i>Ça marche!</i> website www.pearsoned.ca/camarche. Use Power Point® to complete the final project. Use word processing to edit, save & print their work.
	<ul style="list-style-type: none"> Explore issues related to the use of technology in society 	
Spiritual & Moral Development		
Graduates will demonstrate understanding & appreciation for the place of belief systems in shaping the development of moral values & ethical conduct.	<ul style="list-style-type: none"> Develop a tolerance for others & a respect for their rights. 	<ul style="list-style-type: none"> Understand the diversity & the mosaic that make up the Canadian identity. Refer to <i>fiches reproductible 2: Le travail en groupes</i>, TG, p. 157. Refer to GDLC, <i>Livret</i>, p. 29.
	<ul style="list-style-type: none"> Examine their own behaviours & customs & compare them to those of francophones. 	<ul style="list-style-type: none"> Complete MC activities: <i>Bonne fête, les Canadiens!</i> p. <i>Statistiques canadiennes de langue et de culture</i>, p. 9. Refer to <i>Culture à la carte, Livret</i>, pp. 24-25.
Specific Curriculum Outcomes for Grade 8		
1. Communicating		
Students will use French to establish & maintain relationships, to share ideas & opinions, & to get things done.	<ul style="list-style-type: none"> 1.1 participate in directed short conversations for a variety of purposes when given some support. 	<ul style="list-style-type: none"> Complete <i>Application & Transfert</i> activities in the <i>Livret</i>, pp. 8, 9, 16 & 21, manipulating an example. Participate in teacher- & peer- directed conversations throughout the unit.
	<ul style="list-style-type: none"> 1.2 ask for specific information/objects (e.g. time, drink of water) 	<ul style="list-style-type: none"> Complete question activities in MC: <i>On pose des questions</i>, p. 13; <i>Pose la bonne question!</i> p. 14; Refer to GDLC, <i>Livret</i>, p. 29.
	<ul style="list-style-type: none"> 1.3 Share information about activities & interests 	<ul style="list-style-type: none"> Participate in brainstorming activities following a model provided by the teacher via the TG.
	<ul style="list-style-type: none"> 1.4 Use features of voice & gesture to help clarify meaning when talking, making presentations, telling stories 	<ul style="list-style-type: none"> Use the <i>Stratégie d'écoute: J'écoute une première fois pour comprendre le sens général.& J'écoute de nouveau pour trouver des informations précises.</i> Listen to CD tracks as many times as needed to respond to voice cue. Use the strategy <i>Je varie l'intonation et le ton de ma voix:</i> MC, p. 36. Present <i>le projet final</i> using strategies found in the unit.

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	<ul style="list-style-type: none"> • 1.5 Take part in familiar activities: <ul style="list-style-type: none"> ○ Use a range of vocabulary. ○ Linking statements in past, present & future time ○ Orally & in written form 	<ul style="list-style-type: none"> • Complete <i>Feuille de route</i>, MC, pp. 3-4 to prepare for <i>Le projet final</i>. • Understand language form in <i>Comment ça marche?</i> phases 3 & 6. • Link ideas using past & present in <i>le projet final</i>. • Use various forms of the past tense in <i>Comment Ça marche? Livret</i>, p. 21 & MC, pp. 22-24, 27-30.
	<ul style="list-style-type: none"> • 1.6 Write for a variety of purposes in routine classroom situations using the stages of the writing process when given support. 	<ul style="list-style-type: none"> • Complete <i>Feuille de route</i>, MC, pp. 3-4 to prepare for <i>Le projet final</i>. • Write a description of a region in Canada in MC, <i>Découvrons le Canada!</i> p. 18
2. Acquiring Information		
Students will acquire information from French language resources.	<ul style="list-style-type: none"> • 2.1 Listen attentively & understand the intention & meaning in oral texts delivered by a variety of speakers 	<ul style="list-style-type: none"> • Listen to video segment 1 & CD tracks 2-3 to understand <i>le projet final</i> • Distinguish between questions & response with CD, track 6: <i>Bonne fête, les Canadiens!</i> • Listen to the instructions for all listening activities • Understand the intention CD, tracks 9, 19 & 22: <i>Culture à la carte</i>. • Listen to the legend <i>Le sirop d'érable</i>, CD, Track 25 • Listen to all presentations of <i>Le projet final</i> in order to play the game <i>Jeu-quiz Défi-Canada</i>
	<ul style="list-style-type: none"> • 2.2 Extract information from French materials in order to complete an authentic task (e.g., examine different sections of a newspaper & produce a class news presentation, research life of favourite personality) 	<ul style="list-style-type: none"> • Research the life of a famous Canadian as part of <i>le projet final</i> & use this information in a game <i>Jeu-quiz Défi-Canada</i>
	<ul style="list-style-type: none"> • 2.3 Select & read simple material on familiar topics for information & personal enjoyment. 	<ul style="list-style-type: none"> • Make use of the links on the Pearson Education Canada www.pearsoned.ca/camarche to read information on related topics • Make use of the Additional Resource Materials listed in the TG, p. 26.

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	<ul style="list-style-type: none"> • 2.4 Extract information from French resources (e.g. informational magazines, atlases, pamphlets, etc. & represent the knowledge gained through charts, time lines, collages, etc) • 2.5 Understand key messages & supporting details in simple media texts on familiar topics & produce simple media texts. • 2.6 Read orally with good pronunciation & intonation short texts containing recombined material of learned vocabulary. 	<ul style="list-style-type: none"> • Extract information for a listening/reading activity to represent information on a timeline in MC: <i>L'histoire en ordre chronologique</i>, p. 27. • Extract information to describe a Canadian celebrity. • Respond to some of the Citizenship quiz taken by immigrants to Canada in MC: <i>Connaissances-Canada</i>, pp. 6-7. • Extract information from authentic source, <i>Un pays pour tous, Livret</i>, pp. 6-7 using <i>Statistiques canadiennes de langue et de culture</i>, MC, p. 9. • Understand key messages in authentic video segment 2: <i>Destinations canadiennes!</i> & demonstrate understanding in MC, <i>Destinations canadiennes!</i> p. 19 & <i>Découvrons le Canada!</i>, p. 18. • Read selected reading passages, <i>Bravo les Canadiens!</i> pp. 12-14 & <i>Les Canadiens s'expriment!</i> pp. 18-19 using the reading strategie "<i>Je cherche des mots familiers. Je cherche des mots-amis.</i>"
3. Experiencing Creative Works		
<p>Students will demonstrate their understanding of creative works in French by responding to them personally, critically & creatively.</p>	<ul style="list-style-type: none"> • 3.1 View, listen to & to some extent, read creative works with visual & contextual support (e.g. a poem, legend, music video, story), & respond to them in a personal way (e.g., poem, song, collage, skit, publicity poster, commercial, etc.) • 3.2 Use samples of literature, media & music to reflect creatively & critically upon issues & experiences relevant to themselves & their peers. • 3.3 Identify the main ideas in an extract, article, story, & poem. 	<ul style="list-style-type: none"> • Create a final project based on their appreciation of a Canadian celebrity. • Respond to the video segment <i>Destinations canadiennes</i> via MC, p. 17. • Respond to art found in the <i>Livret</i>, pp. 18-19, <i>Les Canadiens s'expriment</i> using <i>À chacun son gout!</i> in MC, p. 25. • Reflect upon the legend <i>Le sirop d'érable</i>, FR 30, TG CD-ROM • Reflect upon the art found in the <i>Livret</i>, pp. 18-19, <i>Les Canadiens s'expriment</i> using <i>À chacun son gout!</i> in MC, p. 25. • Identify the main ideas in presentation of various presentations: <i>Destinations canadiennes: Livret</i>, pp 10-11, MC, pp. 16-17 & video segment 2; pp. 18-19, <i>Bravo les Canadiens: Livret</i>, pp. 12-14, MC, pp. 19-20, FR 4: <i>Plein feux sur les réalisations conadiennes!</i> TG, pp. 159-160; <i>Les Canadiens s'expriment, Livret</i>, pp. 18-19 with <i>À chacun son gout!</i> in MC, p. 25 & <i>Une héroïne canadienne</i>, FR 5, TG, p. 161.

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	<ul style="list-style-type: none"> • 3.4 Summarize a story, write an appropriate ending or create a cartoon based on a story line. 	<ul style="list-style-type: none"> • Complete this in other units of <i>Ça marche!</i>
	<ul style="list-style-type: none"> • 3.5 Predict global meaning by identifying cues from the context (e.g., titles, illustrations, opening paragraph, etc). 	<ul style="list-style-type: none"> • Make use of the <i>Stratégies pour m'aider</i> found throughout the <i>Livret</i> & in MC, pp. 36-37.
	<ul style="list-style-type: none"> • 3.6 Describe emotions evoked by a picture, a character, an idea, an action or an author. 	<ul style="list-style-type: none"> • Respond to artwork in <i>Bravo les Canadiens: Livret</i>, pp. 12-14, MC, pp. 19-20, FR 4: <i>Plein feux sur les réalisations canadiennes!</i> TG, pp. 159-160; <i>Les Canadiens s'expriment, Livret</i>, pp. 18-19 with <i>À chacun son gout!</i> in MC, p. 25
	<ul style="list-style-type: none"> • 3.7 Make simple comparisons between fictitious events & actions to real-life ones. 	<ul style="list-style-type: none"> • Complete this in other units of <i>Ça marche!</i>
	<ul style="list-style-type: none"> • 3.8 Share & discuss their personal responses to events, characters & ideas through a variety of means (e.g., murals, short responses to questions, time lines, poetry, role play). 	<ul style="list-style-type: none"> • Share their responses in cooperative learning activities in MC: <i>Feuille de route</i>, pp. 3-5; <i>Bonne fête, les Canadiens</i>, p. 8; <i>Découvrons le Canada</i>, p. 18; <i>Le Défi de l'affiche de la fête du Canada</i>, p. 19; .
	<ul style="list-style-type: none"> • 3.9 Identify messages used in publicity & recognize the ideas & attitudes in visuals. 	<ul style="list-style-type: none"> • Identify the message in the poster <i>Le Défi de l'affiche de la fête du Canada: Une célébration des premières canadiennes</i> in MC: <i>Nos héros et nos exploits</i>, pp. 20-21.
	<ul style="list-style-type: none"> • 3.10 Identify examples of how music, sounds & voice create different effects in the media. 	<ul style="list-style-type: none"> • Complete this in other units of <i>Ça marche!</i>
4. Understanding Cultural Influences		
<p>Students will demonstrate a knowledge of French-speaking cultures in Newfoundland & Labrador, Canada, & other countries & an understanding of the links between language, culture & identity.</p>	<ul style="list-style-type: none"> • 4.1 Identify the importance of French as an official language & the contribution of francophones to Canada's national heritage. <ul style="list-style-type: none"> ○ identify similarities between their daily lives & those of their French-speaking peers ○ recognize common stereotypes ○ identify prominent French-speaking Canadians & their accomplishments • 4.2 Identify & share own family, school, community customs & behavioural patterns (e.g. present photo reports, interview senior citizens in community & present short report)) 	<ul style="list-style-type: none"> • refer to <i>Culture à la carte Livret</i>, pp. 24-25. • Become familiar with francophone communities across Canada with <i>La francophonie canadienne</i>, MC, pp. 10-11, TG, p. 53. • Research & compile a list of facts about multiculturalism or bilingualism for <i>le projet final</i>. • Interview a partner to create a profile for presentation to the class. • Make comparisons between their peers & national profiles.

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	<ul style="list-style-type: none"> • 4.3 Identify some similarities & differences between their own customs & behavioural patterns & those of francophone cultures (e.g., compare a typical holiday dinner menu from Quebec & one from their own home.) • 4.4 Provide examples of how French language materials reflect francophone culture (e.g. read a series of magazine advertisements & identify similarities & differences in content & language use.) • 4.5 Provide examples of cultural idiom & nuance in spoken French (e.g., <i>J'ai un chat dans la gorge</i>) & role play situations in which such expressions might be used appropriately; keep a personal dictionary of idiomatic expressions. • 4.6 Demonstrate an awareness of major news events French-speaking regions or countries of the world as reported in the print or electronic media. • 4.7 Demonstrate some understanding of the use of social conventions in English as well as French (e.g., contrast between colloquial & formal speech; differences between spoken & written language) • 4.8 Develop & awareness of the multicultural nature of present-day Canada. 	<ul style="list-style-type: none"> • Identify similarities & differences in Phase 2: <i>Un pays pour tous, Livret</i>, pp. 6-7 & <i>Statistiques canadiennes de langue et de culture, MC</i>, p. 9 • Make use of the Additions Resource Material found in the TG, p. 26. • Keep a personal dictionary in their <i>Journal d'apprentissage</i>. • Make use of the <i>Ça marche!</i> website www.pearsoned.ca/camarche . • take advantage of the Language Focus & the Vocabulary building activities presented by the teacher as found in the TG, e.g., p. 112. • refer to <i>Culture à la carte Livret</i>, pp. 24-25. • Listen to & present profiles of peers in the class. • Research & compile a list of facts about multiculturalism or bilingualism for <i>le projet final</i>.
5. Use Language Learning Strategies		
<p>Students will use language-learning strategies that enable them to access information, clarify & negotiate meaning & cope effectively in unfamiliar situations in their first language as well as in French.</p>	<ul style="list-style-type: none"> • 5.1 Apply additional strategies, mostly at the receptive level, such as <ul style="list-style-type: none"> ○ recognizing known French in new & unfamiliar contexts ○ using gestures, writing & visual cues & occasionally English words to cope with unknown expressions & avoid breakdown of communication. 	<ul style="list-style-type: none"> • Use <i>Stratégies pour m'aider</i> found throughout the <i>Livret</i> e.g. "<i>Je cherche des mots familiers. Je cherche de mots-amis</i>" & in MC, pp. 36-37.

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	<ul style="list-style-type: none"> • 5.2 In addition to previous strategies students negotiate meaning by using questions & synonyms in French in order to clarify meaning. 	<ul style="list-style-type: none"> • Discover various forms of the interrogative in MC: <i>Les expressions interrogatives</i>, p. 12; <i>On pose des questions</i>, p. 13 & <i>Questions d’entrevue</i>, p. 24. • Refer to <i>Langue express</i> in the <i>Livret</i>, p. 26 & in MC, p. 33. • Complete FR 7, TG, p. 163: <i>Le passé compose à l’inversion</i>. • Use GDLC: <i>Livret</i>, p. 29.
	<ul style="list-style-type: none"> • 5.3 Identify useful patterns in pronunciation, spelling, structure of phrases, & questioning techniques that unlock the code of the French language. 	<ul style="list-style-type: none"> • Make use of Language Focus as Vocabulary building activities as presented by the teacher via the TG. • Complete <i>La maison de DR & Mrs. Vandertramp</i>: FR 8, TG, p. 164 • Use the <i>Lexique</i> in the <i>Livret</i>, pp. 30-31 & in MC, pp. 38-40. • Identify language patterns in Phases 3, 6 & 9: <i>Comment Ça marche?</i> as well as in MC, pp. 12, 13, 22, 23, 24, 29 & 30.
	<ul style="list-style-type: none"> • 5.4 Demonstrate an understanding of key messages & supporting details in simple media on familiar topics & produce simple media texts. 	<ul style="list-style-type: none"> • Understand key messages from the authentic video footage <i>Destinations canadiennes</i>, segment 2 & demonstrate understanding in MC, p. 17.
	<ul style="list-style-type: none"> • 5.5 Distinguish sounds & language patterns that convey the intention & meaning in oral texts delivered by a variety of speakers in familiar situations. 	<ul style="list-style-type: none"> • Found throughout the unit using the audio CD.
	<ul style="list-style-type: none"> • 5.6 Use all available cues as well as personal experience to make sense of short oral & written texts on a variety of topics. 	<ul style="list-style-type: none"> • Listen to all <i>projets finals</i> descriptions to play a game <i>Jeu quiz Défi-Canada</i>. • Do this throughout the unit.
	<ul style="list-style-type: none"> • 5.7 Communicate using a variety of verbal (e.g., ask questions, rephrase statements) & non-verbal (e.g., gestures) strategies, even at the risk of error. 	<ul style="list-style-type: none"> • Present <i>le projet final</i> • Work in cooperative groups throughout the unit • Make use of GDLC, <i>Livret</i>, p. 29.
	<ul style="list-style-type: none"> • 5.8 Generate ideas & organize information in a variety of forms alone or in groups. 	<ul style="list-style-type: none"> • Work in groups in preparation for <i>le projet final</i> using <i>Feuille de route</i>, MC, pp. 3-5. • Work cooperatively throughout the unit in activities, games, interviews, etc.
	<ul style="list-style-type: none"> • 5.9 Make revisions to written texts (e.g., clarifying content, changing paragraph structure, etc.) using the stages of the writing process. 	<ul style="list-style-type: none"> • Make use of <i>Stratégie d’écriture</i>, <i>Livret</i>, p. 22: “<i>J’utilise le dictionnaire et d’autres ressources. Je demande à un ou une partenaire de vérifier mon texte.</i>” & <i>Stratégies pour m’aider</i>, MC, p. 37.
Content		
Themes	Description	

An Outcomes-Directed Approach to Learning	Explanation Students will have the opportunity to...	In this <i>Ça marche!</i> unit, students can...
The Family & Home	The immediate family: names & ages, physical & 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"> Discuss multiculturalism & family origins in Phase 2.
School	Type, size, facilities, subjects, homework, schedule, examinations, teachers, school events, school clothes, organization of the school day/year, current issues, travel to & from school.	<ul style="list-style-type: none"> Discuss current events using the <i>Ça marche!</i> website www.pearsoned.ca/camarche
Leisure	Hobbies & 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"> Discuss routines, friends & social events as they pertain to multiculturalism & the Canadian identity.
Holidays & Travel	Holiday plans, special days, methods of travel, weather, holiday activities, food & drink, dining out.	<ul style="list-style-type: none"> Complete this in other units of <i>Ça marche!</i>
Language Functions		
Socializing	<ul style="list-style-type: none"> Greeting & meeting people. Ways of introducing oneself. 	<ul style="list-style-type: none"> Watch video segment 1, <i>Intro à Nous, les Canadiens</i> Listen to students introduce themselves on the audio CD, Tracks 4, 7, 13, & 16.
	<ul style="list-style-type: none"> Expressing satisfaction & dissatisfaction. Expressing likes & dislikes 	<ul style="list-style-type: none"> Use GDLC, <i>Livret</i>, p. 29 Use FR 2: <i>Le travail en groupes</i>, TG, p. 157.
Judging	<ul style="list-style-type: none"> Indicating rightness or wrongness. 	<ul style="list-style-type: none"> Play a trivia game in French Use GDLC, <i>Livret</i>, p. 29 Use FR 2: <i>Le travail en groupes</i>, TG, p. 157. Self- & peer-evaluate using <i>Fiche d'évaluation 2-6</i>, TG, pp. 174-178.
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"> Use GDLC, <i>Livret</i>, p. 29 Use FR 2: <i>Le travail en groupes</i>, TG, p. 157. Discussing a course of action for a group presentation of <i>le projet final</i> using <i>Feuille de route</i>, MC, pp. 3-5.
Getting the Facts	<ul style="list-style-type: none"> Identifying Asking Explaining 	<ul style="list-style-type: none"> Identify the main idea & supporting details throughout the unit & apply them to <i>Feuille de route</i>, MC, pp. 3-5
Responding to the Facts	<ul style="list-style-type: none"> Making comparisons 	<ul style="list-style-type: none"> Compare multicultural backgrounds of peers Compare artwork
Culture		
	<ul style="list-style-type: none"> Understanding cultural influences 	<ul style="list-style-type: none"> Use the Culture icon throughout the unit. Listen to the teacher expand on cultural identifiers as per the TG.

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"> • Use <i>Culture à la carte, Livret</i>, pp. 24-25.
Evaluation		
	<ul style="list-style-type: none"> • Benefiting from a variety of procedures including observation, self-evaluation, peer evaluation & oral & written tests in oral comprehension, oral proficiency, written comprehension & written production 	<ul style="list-style-type: none"> • Self- & peer-evaluation using <i>Fiche d'évaluation 2-6</i>, pp. 174-178. • Benefit from teacher evaluation on <i>Fiche d'évaluation 7,8 11-12</i>, TG, pp. 179-180. & 185-186. • Complete tests on <i>Fiche d'évaluation 9 et 10</i>, TG, pp. 181 & 182-183.