

Ça marche! 3 Scope and Sequence

Theme	Experience	Communication	Language Use and usage Vocabulary		Culture	General Language Education Learning Strategies / Social and Group-work Strategies
<p>Ma chambre, ma vie!</p> <ul style="list-style-type: none"> • Introductory Unit • Intellectual Dimension 	<ul style="list-style-type: none"> • Students prepare a new decorating plan for a partner's room, incorporating the partner's interests and preferences, colour theory, and a new or recycled unique item. • Students present their plans to each other and to the class, accompanied by a visual aid. The partner offers comments on the finished plan. • Class members choose three plans suitable for friends or family members from all of the presentations. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to teens describe their ideal bedroom. • Listen to peers describe their interests, preferences, and design challenges. • Listen to a designer suggest solutions to design problems. <p>Speaking / Interacting</p> <ul style="list-style-type: none"> • Describe their bedroom to a partner. • Interview a partner about their interests/hobbies. • Discuss solutions to decorating problems, such as furniture arrangement. <p>Reading</p> <ul style="list-style-type: none"> • Read email queries to a design advice column. • Read about colour theory and how colour can affect mood. <p>Writing</p> <ul style="list-style-type: none"> • Write a descriptive paragraph profiling the partner's interests, activities, and desired changes for the room. • Write a description of the new plan and reasons for the choices made. <p>Viewing</p> <ul style="list-style-type: none"> • View an interview with an interior decorator and learn ways to re-use or recycle items for decorating. • View a model of the final project. 	<ul style="list-style-type: none"> • Express past events using <i>le passé composé</i>. • Use <i>prépositions de lieu</i> to describe design elements. <p>Spiraling :</p> <ul style="list-style-type: none"> • <i>adjectifs qualificatifs</i> • <i>présent: verbes en -er, -ir, -re</i> • contractions with <i>de</i> 	<ul style="list-style-type: none"> • Identify and use vocabulary associated with: <ul style="list-style-type: none"> - hobbies and interests - furniture and other elements of design - re-designing an object. • Use language for social and group-work strategies. • Use language for making predictions and for expressing an opinion. 	<p>National</p> <ul style="list-style-type: none"> • Learn about current decorating preferences among French-Canadian teens • Read teens' advice from an online Francophone decorating website. <p>International</p> <ul style="list-style-type: none"> • Learn about colour vocabulary that originated in the French language. 	<p>Listening:</p> <ul style="list-style-type: none"> • <i>J'utilise le contexte.</i> • <i>Je fais des prédictions et je vérifie mes prédictions.</i> <p>Speaking:</p> <ul style="list-style-type: none"> • <i>J'utilise de nouveaux mots et de nouvelles expressions.</i> • <i>J'utilise une aide visuelle.</i> <p>Oral Interaction / Group work:</p> <ul style="list-style-type: none"> • <i>Je participe activement au travail de groupe.</i> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Je regarde les images.</i> • <i>Je comprends de nouveaux mots à l'aide du contexte.</i> <p>Writing</p> <ul style="list-style-type: none"> • <i>J'utilise le dictionnaire et d'autres ressources.</i> • <i>J'emploie le processus d'écriture.</i> <p>Viewing:</p> <ul style="list-style-type: none"> • <i>Je regarde les images pour comprendre le message.</i>

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<p>Mission : emploi</p> <ul style="list-style-type: none"> • Social/Civic Dimensions • Easy / Intermediate 	<ul style="list-style-type: none"> • Students choose part-time or summer jobs according to their interests and experience. • They write a <i>curriculum vitae</i> about their work-related experience. • They participate in a mock job fair as both employer and applicant. • They select and present to the class three candidates whom they interviewed for their job posting. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to teens describe their part-time jobs. • Listen to teens and guidance counsellors discuss work environments. • Listen to conversations between job seekers and potential employers. <p>Speaking / Interacting</p> <ul style="list-style-type: none"> • Discuss jobs suited to various personality types. • Ask for and provide simple information. • Express and justify an opinion. • Play a game. • Role-play a job interview. <p>Reading</p> <ul style="list-style-type: none"> • Read about personality and work styles. • Read interviews with Canadians with unique careers. • Read job descriptions. <p>Writing</p> <ul style="list-style-type: none"> • Compose an email to introduce themselves to a potential employer. • Write a <i>curriculum vitae</i>. • Create a job offer. <p>Viewing</p> <ul style="list-style-type: none"> • View a video of a job interview. • View a model of the final project. 	<ul style="list-style-type: none"> • Describe people using the correct form of descriptive adjectives. • Describe people using the irregular verbs <i>être</i> and <i>avoir</i>. • Describe past events using the <i>passé composé</i> with <i>avoir</i> (regular and irregular verbs) • Recognize and use the verb <i>devoir</i> + infinitive to describe job requirements. <p>Spiraling :</p> <ul style="list-style-type: none"> • <i>Vouloir, pouvoir, devoir</i> + infinitive • <i>Les adjectifs réguliers et irréguliers</i> • Express preference using verbs of preference + infinitive, e.g., <i>J'aime travailler avec les animaux.</i> • Recognize and use <i>tu</i> and <i>vous</i> in appropriate contexts. 	<ul style="list-style-type: none"> • Identify and use vocabulary associated with: <ul style="list-style-type: none"> – youth jobs – personal qualities – job requirements and tasks – multiple intelligence traits – job descriptions – writing a <i>curriculum vitae</i>. • Use language for agreement and disagreement. • Use language for social and group-work strategies. 	<p>National</p> <ul style="list-style-type: none"> • Learn about Francophone Canadians with unique careers and how their early job experiences contributed to their success. • Respond to authentic creative works. <p>International</p> <ul style="list-style-type: none"> • Identify unique characteristics of the French language as used in different Francophone regions of Canada and in the world. 	<p>Listening</p> <ul style="list-style-type: none"> • <i>Je cherche des mots familiers.</i> <p>Speaking</p> <ul style="list-style-type: none"> • <i>Je varie l'intonation et le ton de la voix.</i> • <i>Je regarde l'auditoire.</i> <p>Oral Interaction / Group work</p> <ul style="list-style-type: none"> • <i>Je participe activement à la conversation</i> • <i>Je me corrige si je fais des erreurs.</i> <p>Reading</p> <ul style="list-style-type: none"> • <i>Je comprends le texte à l'aide des mots-clés.</i> • <i>Je cherche les mots difficiles dans un dictionnaire.</i> <p>Writing</p> <ul style="list-style-type: none"> • <i>J'emploie le processus d'écriture.</i> <p>Viewing</p> <ul style="list-style-type: none"> • <i>Je regarde les gestes et les expressions.</i>

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<p>Nous, les Canadiens</p> <ul style="list-style-type: none"> • Civic/Intellectual Dimensions • Easy / Intermediate 	<ul style="list-style-type: none"> • Students develop and play a Canadian quiz game. • They conduct research and create clues for a famous Canadian mystery person. • They create and develop a report on one area of Canada. • They create a poster presentation on a Canadian historic event. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to interviews about multicultural heritage. • Listen to peer reports to extract information. • Listen to accounts of historic events. <p>Speaking/Interacting</p> <ul style="list-style-type: none"> • Interview a partner about his/her cultural heritage. • Create quiz questions collaboratively in a group. • Ask and answer questions about all aspects of the theme. • Play a game. <p>Reading</p> <ul style="list-style-type: none"> • Complete an authentic citizenship exam to test one's knowledge of Canada. • Read student reports and opinion pieces. • Read biographies of prominent Canadians. <p>Writing</p> <ul style="list-style-type: none"> • Write an art response. • Write clues to a person's identity. • Keep a journal. <p>Viewing</p> <ul style="list-style-type: none"> • View authentic video footage of Canadian destinations. • View a model of the final project. 	<ul style="list-style-type: none"> • Ask questions using interrogative expressions (e.g., <i>qui, comment, pourquoi, etc., and quel</i>). • Vary one's questions by using <i>est-ce que, inversion, and intonation</i>. • Describe past events using the <i>passé composé</i>. • Describe something in the past using the <i>imparfait</i>. <p>Spiraling :</p> <ul style="list-style-type: none"> • <i>En, dans and à + definite article + lieux</i> • Inversion with past and present tenses • <i>le pronom on</i> 	<ul style="list-style-type: none"> • Recognize and use words and expressions associated with: <ul style="list-style-type: none"> – places, languages, and cultural backgrounds, e.g. <i>Nouvelle-Écosse, l'italien, autochtone</i> – professions – art and art techniques – dates and large numbers • Use language for social and group-work strategies. 	<p>Regional</p> <ul style="list-style-type: none"> • Discover or identify facts about various regions of Canada and Canadian heroes, art, and history. <p>National</p> <ul style="list-style-type: none"> • Identify advantages of being bilingual in our society. • Discover the diverse origins of the people who make up Canada's cultural mosaic. • Explore the contributions of famous Canadians. • Respond to authentic creative works. 	<p>Listening:</p> <ul style="list-style-type: none"> • <i>J'écoute une première fois pour comprendre le message.</i> • <i>J'écoute de nouveau pour trouver des informations précises.</i> <p>Speaking :</p> <ul style="list-style-type: none"> • <i>Je parle assez fort et clairement.</i> • <i>Je varie l'intonation et le ton de ma voix.</i> <p>Oral Interaction/ Group work :</p> <ul style="list-style-type: none"> • <i>Je prends des risques.</i> • <i>Je fais des efforts pour parler français.</i> <p>Viewing :</p> <ul style="list-style-type: none"> • <i>Je regarde les images pour comprendre le message.</i> <p>Reading :</p> <ul style="list-style-type: none"> • <i>Je cherche les mots familiers.</i> • <i>Je cherche les mots amis.</i> <p>Writing :</p> <ul style="list-style-type: none"> • <i>J'utilise le dictionnaire et d'autres ressources.</i> • <i>Je demande à un ou une partenaire de vérifier mon texte.</i>

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<p>Mes trésors, mes souvenirs</p> <ul style="list-style-type: none"> • Social/Leisure Dimensions • Easy/ Intermediate 	<ul style="list-style-type: none"> • Students look back at their childhood, including such aspects as their personality, favourite activities, toys, memorable moments, and family traditions and celebrations. • They prepare a "memory box" containing objects, pictures, or other memorabilia and share their memories with the class. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to family members discuss treasured childhood objects. • Listen to teens describe their personalities as children and favourite childhood experiences. <p>Speaking / Interacting</p> <ul style="list-style-type: none"> • Express preferences. • Interview classmates to learn about their childhood preferences and experiences. • Work collaboratively to gather information about toys. <p>Reading</p> <ul style="list-style-type: none"> • Read about the history of some classic toys. • Read a children's story. • Read accounts of attending traditional French-Canadian celebrations. <p>Writing</p> <ul style="list-style-type: none"> • Write a description of a favourite childhood place. • Write descriptions of items in their memory box. <p>Viewing</p> <ul style="list-style-type: none"> • View teens sharing treasured items from their childhood. • View a model of the final project. 	<ul style="list-style-type: none"> • Describe past events, people, objects, and memories using <i>l'imparfait</i> and <i>le passé composé</i>. <p>Spiraling :</p> <ul style="list-style-type: none"> • Descriptive adjectives (<i>une fille créative, etc.</i>) • Contractions with <i>à / de</i> 	<ul style="list-style-type: none"> • Identify and use vocabulary associated with: <ul style="list-style-type: none"> - childhood objects, pastimes, and activities; - personality traits; - toys and games; - feelings and emotions; - celebrations. • Use language for social and group-work strategies. • Use language for showing respect. 	<p>Regional</p> <ul style="list-style-type: none"> • Discover a Montréal-based children's reading program. <p>National</p> <ul style="list-style-type: none"> • Discover Canadian and Francophone authors and well-known stories. • Respond to authentic creative works. • Identify Francophone personalities whose success began in childhood. • Discover traditional French-Canadian celebrations. <p>International</p> <ul style="list-style-type: none"> • Discover toys popular across many cultures. • Discover typical French nursery rhymes and songs. 	<p>Listening:</p> <ul style="list-style-type: none"> • <i>J'utilise mes expériences personnelles.</i> • <i>Je cherche des mots familiers.</i> <p>Speaking:</p> <ul style="list-style-type: none"> • <i>Je prépare un aide-mémoire.</i> • <i>Je répète ma présentation.</i> • <i>Je me corrige si je fais des erreurs.</i> <p>Oral Interaction / Group work:</p> <ul style="list-style-type: none"> • <i>Je respecte les autres dans la classe.</i> • <i>Je pose des questions quand je ne comprends pas.</i> <p>Reading:</p> <ul style="list-style-type: none"> • <i>Je lis pour comprendre le sens général.</i> • <i>Je relis pour trouver des informations précises.</i> <p>Writing</p> <ul style="list-style-type: none"> • <i>J'utilise de nouveaux mots et de nouvelles expressions.</i> • <i>J'emploie le processus d'écriture.</i> <p>Viewing:</p> <ul style="list-style-type: none"> • <i>J'écoute l'intonation et le ton de la voix.</i>

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<p>Films à l'affiche!</p> <ul style="list-style-type: none"> • Intellectual Dimension • Intermediate / Advanced 	<ul style="list-style-type: none"> • Students create storyboards and an original short film or skit. • Students participate in a film festival during which classmates evaluate their short film or skit. 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to character descriptions. • Listen to a film's narration. <p>Speaking / Interacting</p> <ul style="list-style-type: none"> • Discuss film genre preferences. • Dramatize stage directions. • Develop a storyboard in a group. • Play a game. • Dramatize scenes from a storyboard. <p>Reading</p> <ul style="list-style-type: none"> • Read film synopses. • Read part of a storyboard. • Read an article describing how a director creates an ambience in a film. <p>Writing</p> <ul style="list-style-type: none"> • Prepare a storyboard and script. • Describe characters, setting, and action. • Describe a favourite hero or villain from a movie or television show. <p>Viewing</p> <ul style="list-style-type: none"> • View film excerpts. • View an interview with a film director. • View a model of the final project. 	<ul style="list-style-type: none"> • Describe past events using the <i>passé composé</i> and the <i>imparfait</i>. • Use <i>lui/leur</i> in the present tense. • Use adverbs of time and manner to describe film plots. • Express opinions and feelings using the reflexive verb <i>s'intéresser</i>. <p>Spiraling :</p> <ul style="list-style-type: none"> • <i>Les adjectifs réguliers et irréguliers</i> • <i>Les pronoms le/la/les</i> 	<ul style="list-style-type: none"> • Identify and use vocabulary for: <ul style="list-style-type: none"> – film genres and elements such as plotline and characters. – describing a storyline – conveying emotion, e.g., <i>Je l'aime!</i> – describing level of intensity in a storyline. – careers in arts and entertainment. – giving one's opinion. • Use language for social and group-work strategies. 	<p>Regional</p> <ul style="list-style-type: none"> • Learn about local actors, filmmakers and film festivals. <p>National</p> <ul style="list-style-type: none"> • Learn about French Canadian directors and actors. • Learn about recent Francophone films. <p>International</p> <ul style="list-style-type: none"> • Learn about famous French filmmakers and actors. • Explain the contribution of a Francophone personality to film and the arts <p>Authentic documents :</p> <ul style="list-style-type: none"> • Excerpts from several French films. 	<p>Listening</p> <ul style="list-style-type: none"> • <i>Je cherche des mots familiers.</i> • <i>J'écoute l'intonation et le ton de la voix.</i> <p>Speaking</p> <ul style="list-style-type: none"> • <i>J'exprime mes idées avec des phrases simples.</i> • <i>J'utilise des gestes.</i> <p>Oral Interaction / Group work</p> <ul style="list-style-type: none"> • <i>Je donne mon opinion et je respecte l'opinion des autres.</i> <p>Reading</p> <ul style="list-style-type: none"> • <i>Je lis les titres.</i> • <i>J'identifie les mots de la même famille.</i> <p>Writing</p> <ul style="list-style-type: none"> • <i>J'emploie le processus d'écriture.</i> <p>Viewing</p> <ul style="list-style-type: none"> • <i>J'utilise le contexte.</i> • <i>Je fais des prédictions et je vérifie mes prédictions.</i>